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**“COOPERATIVE LEARNING STRATEGIES TO REINFORCE ENGLISH AS A
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STUDENTS”**

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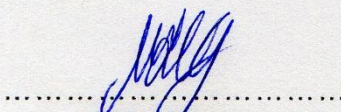
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DEDICATION

The following undergraduate work is dedicated to God and my family. They know the health challenges I needed to overcome to reach this stage of my life. All the time, they heard and supported me to keep working hard.

GRATEFULNESS

I want to thank all of the English Major teachers for being the professional guide in this stage of my life. They gave me the pedagogical basis in the different areas to be a successful English teacher.

RESUMEN

La presente investigación buscó reforzar las habilidades de comprensión lectora del Inglés como lengua extranjera, aplicando una guía de estrategias de aprendizaje cooperativo. Este estudio se llevó a cabo durante el año lectivo 2020-2021 en la Unidad Educativa “Víctor Manuel Peñaherrera” ubicada en el cantón Ibarra. Este trabajo de investigación fue un estudio cualitativo y cuantitativo debido a la necesidad de comprender el problema y luego analizar resultados. Así mismo, diferentes instrumentos fueron aplicados para recolectar la información requerida de autoridades, profesores de Inglés y treinta y ocho estudiantes del segundo año de bachillerato. En base a los datos recopilados, fue posible identificar diferentes factores afectivos y académicos que afectan el desarrollo de las habilidades de comprensión lectora en Inglés como lengua extranjera. Algunos de los factores afectivos son la falta de motivación y actitud atribuidos a los estudiantes. De igual manera, la falta de textos fáciles de entender, tiempo durante la clase enfocado a actividades de comprensión lectora y recursos tecnológicos como un laboratorio exclusivo para Inglés son problemas académicos. Sin embargo, la falta de internet o de dispositivos tecnológicos en los hogares de los estudiantes también afectan este proceso. Finalmente, se aplicó una parte de la guía de estrategias cooperativas.

Palabras clave: refuerzo, comprensión lectora, aprendizaje cooperativo, idioma extranjero.

ABSTRACT

The present investigation sought to reinforce English reading comprehension skills by applying a cooperative learning strategies guide. This study took place during the 2020-2021 academic year at Unidad Educativa “Victor Manuel Peñaherrera,” located in the Ibarra canton. This undergraduate work was a qualitative and quantitative study due to the need to comprehend the problem and then analyze the results. In addition, different instruments were applied to gather the information required from authorities, English teachers, and thirty-eight Junior students. Based on the data collected, there are affective and academic factors that affect English reading comprehension skills development. Some of the affective factors are the lack of motivation and attitude attributed to the students. Besides, the absence of texts easy to understand, the time during the class focused on English reading comprehension activities, and technological resources like an exclusive English lab are academic problems. However, the lack of internet and high-tech devices in students’ homes affect this process. Finally, one part of the cooperative learning strategies guide was applied.

Keywords: reinforcement, reading comprehension, cooperative learning, foreign language.

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ACRONYMS

CLL: Cooperative Language Learning

CEFR: Common European Framework of Reference

BGU: Bachillerato General Unificado

INTRODUCTION

Nowadays, English is one of the major languages in the world. It enables globalization among different countries for many purposes. In Ecuador, this language is taught in schools and high schools as a foreign language and as part of the standard curriculum. Ministerio de Educación (2017) states that Ecuadorian students must reach different proficiency levels as they continue studying. The study of this language involves four skills: listening, speaking, reading, and writing. However, the possibilities to obtain good results depend on different factors attributed to students, family members, English teachers, and the institution regarding the necessary equipment and materials. Finally, reading is the principal skill included in this investigation and is one of the most complex abilities for many students.

Problem background

Ecuador faces a common problem with citizens regarding reading. Young children, teenagers, and even adults do not consider reading part of their daily lives like a habit. In addition, it is a cultural issue transmitted from old to new generations. This problem also moves to English reading comprehension activities. As a result, they become more complex because students do not read texts even in their mother tongue and may not have appropriate English reading comprehension skills, which can also be transferred from an L1 reading context. To conclude, the students' perspectives about these activities can change, and a lack of motivation and attitude is possible.

Additionally, the educational quality may be a problem because of the lack of technological resources, appropriate texts and activities, enough time to do English reading comprehension activities, and a suitable environment. These academic factors could show more unfavorable effects if there is also a lack of motivation and attitude by students. On the other hand, English reading comprehension lessons with Junior students at Victor Manuel Peñaherrera already had different limitations before the current worldwide situation. This global issue just complicated it more than expected. As a result, the effectiveness of L2 reading comprehension lessons depends on new alternatives where English teachers have to adapt their methodologies and the curriculum to a reduced time. Finally, students have to deal with internet access issues and a lack of appropriate devices.

Justification

The problems previously mentioned affect the appropriate development of English reading comprehension skills, and Junior students do not have the opportunities to put them into practice. On the other hand, it is crucial to consider that Junior learners almost finished their high school studies, and many of them will probably apply to any university to continue studying. It means that Junior students must be at least familiarized with different strategies to deal with texts that will probably be longer and more difficult, not only in English.

Once the principal problems have been mentioned, the general objective of this undergraduate work is to reinforce the English reading comprehension skills by applying a cooperative learning strategies guide, which will help English teachers and Junior students at the same time. The strategies will allow learners to interact, share ideas, facts, clarify doubts, and promote cooperation rather than competition. Also, this guide will contain reading topics suggested by learners, containing a comprehensible text. On the other hand, English teachers will learn more about new websites that make the lessons more interesting. Finally, one point to mention is that this guide will bring better results if students return to the standard modality. However, each activity has variations and recommendations to apply the same tasks in online classes.

Impacts generated by the research

This undergraduate work has generated linguistic, academic, and affective impacts. Referring to the linguistic point, students will use new vocabulary based on the different L2 reading topics. Also, know how to identify the main ideas, the principal causes of a problem, gather specific details and describe a videogame from L2 texts. Moreover, the academic context has benefits because students can identify the same aspects in readings from other subjects. Finally, the affective impact is crucial because learners will show better motivation, attitude, leadership, and cooperation rather than competition.

Objectives

General objective

To reinforce the English as a foreign language reading comprehension skills by applying a cooperative learning strategies guide in Junior students at Unidad Educativa Victor Manuel Peñaherrera. 2020-2021.

Specific objectives

To describe the cooperative learning strategies used by English teachers focused on reading comprehension skills.

To characterize the academic and affective factors that affect the development of English reading comprehension skills in Junior students at Unidad Educativa Victor Manuel Peñaherrera.

To apply a cooperative learning strategies guide adapted to the reality found in Junior students at Unidad Educativa Victor Manuel Peñaherrera.

Problems and difficulties

This undergraduate work faced a time issue attributed to the current health situation. As a result, the instruments' application to collect data from authorities, English teachers, and Junior students required more time than expected.

Content

The current undergraduate work contains four chapters:

Chapter I provides the theoretical basis which supports this investigation. It contains different learning theories, definitions of keywords, and how L2 learning became a cooperative process. Also, the study of the Cooperative Language Learning approach and its strategies. Besides, the reading skill, affective and academic factors that affect English reading comprehension skills. Finally, the Common European Framework of Reference (CEFR).

Chapter II contains the type of research, methodologies used throughout this research project, an overview of the target population, the instruments used to gather the data, and the research questions.

Chapter III presents the analysis of results after the application of the different instruments. Each examination contains the following aspects: a figure with the most relevant results, a discussion of the findings, and a citation with a related investigation. Finally, the complete graphic of each examination is in the Annexes section.

Chapter IV contains the cooperative learning strategies guide designed according to the theoretical framework and the analysis of results.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Definition of learning

A universal definition for learning represented a challenge for many years among different academic and scientific areas. Consequently, individual explanations for learning appeared from them. However, there are certain similarities to obtain a general definition. As a result, Barron, Hebets, Cleland, Fitzpatrick, Hauber & Stevens (2015) affirm that learning is an established updating process of internal characteristics that depends on new input and experiences. Finally, this process happens during the entire life among people, and formal or informal education is significant.

1.2 Learning theories

1.2.1 Cognitivist learning theory

Jean Piaget stated that mental processes represent the basis for learning. As a result, he established four different stages to explain how this process starts and evolves throughout time. The stages presented by Piaget contain exclusive abilities that depend on the previous periods for a domain.

First of all, the sensorimotor period from birth to two years. Here physical interactions are the basis. In other words, children touch everything around them. Second, the preoperational period from two to seven years. Children start using the language, but they show egocentric behaviors in some circumstances. Third, the concrete operational period from seven to eleven years. Here the use of logic and consciousness for solving problems takes place. To end, the formal operational period from adolescence to adulthood. Here teenagers can produce abstract concepts (Zhou & Brown, 2017). In conclusion, the mental processes become more complex as the years pass, being a scaffolded process.

Furthermore, there are some educational implications inside of this theory to take into account. For example, the content and explanations provided by teachers should depend on the current learning level that students have. Another aspect is learning by discovering, in which students can generate knowledge by themselves testing new situations. Likewise,

promoting group work activities is a priority, in which it is possible to include students with different cognitive ranks (Zhou & Brown, 2017). In summary, the educational implications presented in this theory offer a new vision for learning, in contrast to the behaviorist perspective.

1.2.2 Constructivist learning theory

This learning theory supported by Vygotsky and Jean Piaget as principal exponents between 1950 and 1970 mentions the importance of the influence of the environment for learning. Alanazi (2016) explains this theory. “People learn and develop knowledge individually in social learning environments by constructing their schema based on the information presented to them” (pág. 1). Moreover, Bell (2018) states that cultural influence has a significant role in how a person thinks and establishes personal principles. To conclude, the classroom is not the only place where children and teenagers learn or develop new skills.

1.2.3 Humanist learning theory

This learning theory promoted by Abraham Maslow, Carl Rogers, and William James around 1960 states that it is crucial to consider learners as a whole. In other words, the learning process must depend on different affective factors that students have. Consequently, learning is not a mechanical process. The main aim is to improve the learning process considering emotions, feelings, opinions, and the possibility to decide. “Humanism focuses on the dignity, autonomy, freedom, integrity, well-being, equity, and potential of learners” (Chen & Schmidtke, 2017, pág. 119). In conclusion, learning is a process that goes beyond presenting content to students. On the contrary, many affective factors can make it successful or unsuccessful.

1.3 Language learning theories in L2

1.3.1 Definition of language

Language has been the basis for communication around the world for centuries. Human beings are social and needed to find a way to express their ideas and establish social relationships with other people around them. Also, language has been the principal resource for interaction inside the classrooms. “Language is a means of education in that it is the primary medium of communication between students and teachers and between students and

textbooks” (Delahunty & Garvey, 2010, pág. 7). In summary, language is a dynamic process used in different forms and contexts. It is also a system that depends on different skills because communication can be expressed and received differently. As a result, people can communicate through these skills.

1.3.2 L2 learning origin

L2 learning started to be necessary many years ago when different countries considered it the way to communicate and work together. Europe was the first continent where this process took place. In addition, Richards & Rodgers (2011) explain this in more detail:

Whereas today English is the world’s most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion and government in the Western world. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. (pág. 3)

The study of grammar regarding Latin took place in schools for many years, becoming the priority. Therefore, the rest of the skills that today are a requirement in that time schools avoided them. As a result, L2 learning and teaching experts included the remaining abilities in the upcoming years. Richards & Rodgers (2011) state that new approaches and methods appeared to improve second language learning. In conclusion, the current L2 learning process comes from improvements and critics to the oldest principles.

1.3.3 Cognitivist theory in L2 learning

One of the principles of the cognitivist learning theory is to create opportunities to work in groups. Likewise, an appropriate way to learn during L2 activities is to work in pairs or groups to exchange information because learners are putting into practice the target language. Besides, Jabir (2018) supports this view:

A major point in this theory is interactions with others and in case of language; interaction is a big tool to make a teaching-learning process successful. An English

teacher can use cooperative learning techniques for teaching to promote group-work which promotes maximum social interactions among the students. (pág. 51)

1.3.4 Constructivist theory in L2 learning

One of the principles of this theory is a student-centered learning and teaching process. Here students have to generate knowledge by themselves, and teachers become facilitators and monitors during learning. Also, this process can take place during L2 learning activities. One particular example is when learners have to investigate definitions for a new vocabulary or a grammar topic. However, this activity can be adapted. Students can work together to do that research and share the findings. As a result, learners are helping each other to get new information and save time. Additionally, students can generate better input if they work with friends because the explanations can be more understandable than how the teacher does. To conclude, new information can be found and learned better if there is cooperation among learners.

Finally, Gül (2016) indicates other benefits of this theory during L2 learning:

In such a class environment, the learners have a more democratic, collaborative, cooperative, stress-free, and meaningful applications while learning the foreign language, and the teacher is a leader who is guiding, empowering, delegating to, sharing with, and valuing the learners. (pp. 27-28)

1.3.5 Humanist theory in L2 learning

Teaching a second language requires the commitment of teachers to identify how well students feel to be part of the class. Students can feel motivated if the activities, materials, content, and methodology used are appropriate. On the contrary, learners could feel frustrated if the previous factors mentioned are not suitable. Consequently, students may lose interest in the class. In summary, L2 learning is not a mechanical process where the only purpose is to cover the content. Therefore, it is necessary to detect how learners prefer to learn, appropriate materials, and teaching methodologies.

Additionally, teachers have to demonstrate appropriate behaviors to students when teaching. For example, Sugiman (2015) characterizes empathy and patience as essential behaviors in teachers when working with students. Besides, motivation and self-esteem are

crucial affective factors that have to be encouraged by teachers. To conclude, the humanist learning theory promotes the well-being of students. Also, an appropriate classroom environment and class participation from students can be the evidence.

1.3.6 L2 learning as a cooperative process

Around 1960, the Natural Approach or Communicative Language Teaching appeared, becoming L2 learning an interactive process. Árnadóttir (2014) explains that one of the most important principles is oral production rather than precision. Christopher Brumfit was one of the principal exponents who established interaction between learners through group work activities as an appropriate process to learn a second language. Moreover, Brumfit defended this approach because those students who do not want to talk in front of the class can work in small groups. As a result, learners may be more willing to use the target language. In conclusion, the methods and approaches for L2 learning changed drastically over the years.

1.4 Approach, method, technique, and strategy

1.4.1 Definitions of approach, method, and technique

An approach provides teachers the basis to understand the second language learning and teaching process from different perspectives. “An approach is a set of correlative assumptions dealing with the nature of language teaching and learning” (Richards & Rodgers, 2011, pág. 19). Additionally, Cooperative Language Learning is one current communicative approach that will be studied later in Chapter 1 and represents the basis to develop the guide in Chapter 4.

Additionally, it is necessary to take into account what a method and a technique are. These three aspects are connected and follow a hierarchy, being the approach the start point. The method is a plan to present the material in a sequenced way. Finally, a technique is a specific trick or procedure to accomplish an objective in less time (Richards & Rodgers, 2011). In summary, these three aspects are dependent and English teachers can identify clear differences among them.

1.4.2 Definition of strategy

A strategy is composed of a list of sequenced steps that seek to reach a specific objective. Those steps could represent activities if learning is involved. “In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends” (Nickols, 2016, pág. 7). To conclude, the L2 learning process requires well-organized strategies to help students develop the target language, following a scaffolded process.

1.5 Cooperative Language Learning approach (CLL)

The development of Chapter 4 depends on the study of CLL and the principles and strategies contained. Additionally, this is the unique approach that is studied and applied in this undergraduate work. Consequently, it is necessary to analyze this approach in more detail.

1.5.1 Definition and background

Cooperative language learning differs from other L2 learning principles. This approach considers the extensive use of pair and group work activities as appropriate for L2 learning. This approach seeks to encourage support among students, and this is a positive manner for learning. Competition is not part of this process, and students are the central attention of the lesson (Richards & Rodgers, 2011).

Furthermore, Richards & Rodgers (2011) explain how and when this approach appeared for L2 learning:

It was more generally promoted and developed in the United States in the 1960s and 1970s as a response to the forced integration of public schools and has been substantially refined and developed since then. Educators were concerned that traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation, and favored majority students. They believed that minority students might fall behind higher-achieving students in this kind of learning environment. (pág. 192)

1.5.2 CLL principles

1.5.2.1 Positive interdependence

When students work in groups, all the members must be aware that the success or failure in the activity will be the same for all. Therefore, it implies commitment from all the participants to obtain good results (Richards & Rodgers, 2011). To conclude, individual behaviors disappear because all of the learners have to contribute actively as a team.

1.5.2.2 Individual accountability

This principle explains the different roles that students can have inside the groups. For example, one role can be individual for each group member to accomplish the task, or one student represents the team in front of the class presenting the final results. Moreover, all the group members can receive a different grade depending on their roles in the task (Richards & Rodgers, 2011). In conclusion, a high commitment level in these activities remains because all the students are crucial.

1.5.2.3 Heterogeneous membership

This factor emphasizes forming groups considering different genders, cultures, grades, and preferences to learn. The heterogeneous membership avoids organizing groups in which all the members have one of the factors mentioned at the beginning of this paragraph. For example, students with the best grades form one group (Zamani, 2016). In summary, this principle promotes inclusion among learners.

1.5.2.4 Shared leadership

It is a process in which all the group members become leaders. The first student who receives this role will give it to another member after a time during the activity. However, this process goes beyond accepting this role. All the group members become aware of the need to complete the target activity and the responsibility that this role demands over the rest (Seymour, 2017). To conclude, all the team members can direct the group, and it helps to promote equity.

1.5.2.5 Responsible for each other

This principle establishes that when students are working in groups, they guide and support other students. However, it does not mean that only one or two members of the whole group will finish the activity. On the contrary, all the students are responsible for improving their learning skills by teaching each other if necessary. The idea is that students who have problems are guided to accomplish their roles (Richards & Rodgers, 2011). In conclusion, there is a clear contrast regarding competitive learning.

1.5.2.6 Task and maintenance emphasized

There are two considerations when doing group work activities. First, team members are formed to do a specific task. Second, different roles are assigned, but all of them seek to accomplish the same objective. Consequently, commitment from them is crucial in this point. However, the task is not the only priority, but also to maintain the group's communication and participation. Therefore, it must be visible from beginning to end to avoid negative factors like boredom, lack of interest, or communication among team members (Organizational Communication Channel, 2021). In summary, successful results from an activity will also depend on the team members' communication.

1.5.2.7 Social skills directly taught

It is referred to the ability that learners must have to talk efficiently with other group members. The result is harmony inside the groups because all the team members can have the activity under control. However, in some cases, teachers have to teach shy learners or other students with similar issues to improve how to express specific facts, summarize information, or be clearly understood by the rest (Richards & Rodgers, 2011). To conclude, social skills are necessary during group work activities because they demand communication and organization.

1.5.2.8 Teacher observation and intervention

Although learners are the main subjects in charge of the activity, teachers also have responsibilities. First, instructors must make notes of each group about possible problems, limitations, or positive aspects to give them feedback at the end of the class. Second, it is necessary to intervene and guide students when they have problems (Johnson & Johnson,

2009). In conclusion, there is the possibility that students will not solve issues by themselves, and teachers have to interfere. This problem can be more frequent with young learners.

1.5.2.9 Group processing

This principle explains that group members can discuss positive and negative aspects of them throughout the task or at the end. It seeks to remove negative factors that may affect the communication and cooperation among the participants. Also, positive aspects can be mentioned to be maintained (Hare, 2014). In summary, this is a crucial principle that allows team members to identify their strengths and weaknesses for future activities.

1.5.3 Learner roles

Learners are the principal subjects. They will be part of group work activities where they must work collaboratively with the rest of the members and develop different abilities by helping each other. Also, they are taught how to control, organize, and test their work (Richards & Rodgers, 2011). In conclusion, students can create autonomy and leadership by giving them the possibility to direct and make decisions.

1.5.4 Teacher roles

Teachers have a more distant role in this type of learning and teaching. Richards & Rodgers (2011) mention that educators become facilitators and monitors, for instance, identify if learners are working by making questions, giving explanations, and providing feedback when necessary. Moreover, teachers have to create suitable environments to work. Finally, group work requires the control of teachers to organize the members and avoid possible problems among students. In summary, teachers do not lose the entire classroom management because there are parameters that students cannot direct by themselves.

1.5.5 The role of instructional materials

The use of materials depends on the different roles that students have inside the groups. Richards & Rodgers (2011) explain that students can also read unique information apart from exclusive materials. It depends on the responsibility that each student has. To conclude, the use of materials in this type of activity is exclusive to the role assigned by the teacher or students in the case they have more freedom to decide. However, it also involves an appropriate plan and organization of the teacher and students.

1.5.6 Cooperative Language Learning strategies

1.5.6.1 Numbered Heads Together

This strategy implies the coordination and work of all the participants, making them ready to participate. Safitri (2018) states that each group member receives a number provided by the teacher. When the time to do the activity ends, the educator will mention one number for all the groups. That student has to present the information discussed or searched, and at the same time, the learner has to defend the rest of the group. Consequently, students know they must be ready. One positive aspect of this strategy is that cooperation is active and communicative between students because they do not know who will talk until the teacher finally mentions the number. In conclusion, the mentioned strategy encourages students to be engaged in the activity where learners can work in the same way.

1.5.6.2 Pair Work

This strategy is probably the most known inside the classroom. Many activities can be adapted and developed inside and outside the classroom. It depends on the experience and innovation that teachers have. Also, this strategy is appropriate to help students with lower academic levels and to create new friendships. In summary, this strategy offers diverse ways to work and benefits to make lessons more interesting for students.

1.5.6.3 Jigsaw

This strategy is appropriate to fill possible gaps between the students who have the same information to generate similar knowledge. García, Abrego & Reguenes (2017) affirm that this strategy starts by creating groups to work with the same number of students. Also, the teacher gives specific information to each group member to read, which is not the same for the rest of the learners. After that, students with similar information form a new group to discuss the information and help other students who could have problems comprehending the text. Finally, students return to the original groups and explain the content to the rest of the members. To conclude, this strategy is appropriate to generate a collective knowledge between students who have similar information.

1.5.6.4 Three-step interview

The application of this strategy consists of three phases that students must follow. First, learners form pairs to do a mutual interview. It means that one student will start interviewing the other member. Second, both learners will switch roles. Third, they give each other a general summary of what they learned during the class (Richards & Rodgers, 2011). In summary, this strategy is appropriate to fill possible gaps and establish a general idea about a particular topic. It can be used during the after-reading stage when teaching.

1.5.6.5 Discussion

Discussion is another convenient strategy for many purposes. Students can exchange information, ask and answer questions, analyze data and find solutions more easily. Putting friends together is a good option because there are more possibilities to obtain good results. On the contrary, it is also necessary to make students know new classmates by putting them together. Finally, students who have better English reading comprehension skills could support those who have problems. In conclusion, this strategy is also an effective way to help learners to understand the information.

1.5.6.6. Roundtable

Roundtable seeks to collect information from different group members. The most interesting aspect of this strategy is that everyone makes notes of the most relevant aspects of a text using only one paper and pen. First, one student starts writing, and then the paper is given to the next member on the left. Finally, all the members can observe the contributions from everybody (Richards & Rodgers, 2011). To conclude, this strategy is appropriate to encourage commitment from all the members to work actively.

1.5.6.7 Solve-Pair-Share

The main aim of this strategy is to find solutions for a problem provided by the teacher. First, individually, students must find out solutions for the problem presented by the teacher. Second, learners explain how they solved the issue to the other member. Finally, these solutions can be shared with the rest of the class if necessary (Richards & Rodgers, 2011).

1.6 Language learning skills

Learning English as a foreign language involves the study of four different skills. These skills are listening, speaking, reading, and writing. All of these skills are taught gradually depending on the age and the level that students have. However, this undergraduate work is focused on the study of reading, and more specifically, reading comprehension.

1.6.1 Definition of reading

Reading is a receptive process of written information, being essential for L2 learning. It is a complex process that requires enough practice and habits by students and encouragement from teachers and family members. Also, reading is an interactive process in which learners can establish relationships or exchange information. “Indeed, reading involves not only the recognition of printed symbols but the development of meaning to the words the writer intends to transmit. Comprehension of the text is the essence in the reading process” (González, 2017, pág. 160).

1.6.2 The importance of choosing a receptive skill

Reading is a difficult skill for many students. Learners are not encouraged to read as they should inside the classrooms. Also, students can deal with complex texts which can become hard to read and understand. Another aspect that is also a problem is the limited time learners have at high school to do reading comprehension activities. In addition, the classroom is probably the only place where many students spent time reading. Finally, the reading topics may be inappropriate for them.

Reading habits at home are also important, but many family members ignore this. Also, the culture involved around transmits these issues to new generations. As a result, learners show problems during English reading comprehension activities, lack of L2 vocabulary, attitude, and motivation.

It is necessary to motivate students to read for short periods per day to continue developing this skill properly at home and inside the classrooms. Also, it is crucial to find out alternatives to solve the rest of the problems previously mentioned. Sadiku (2015) explains that students with a better vocabulary can understand more complex texts and express ideas using new words. In summary, this process requires discipline from students

and the people around because this skill is crucial for future years. The reason is that students will need to read more texts in college than in high school.

1.6.3 Reading stages when teaching

There are three different stages during reading activities. Bogoya (2011) mentions that pre, while, and post-reading are these phases. First, pre-reading. Here students predict the upcoming content. Teachers formulate questions, and learners receive new vocabulary. Second, while-reading, in which learners read the information. Third, post-reading. Here students can provide a summary or answer questions based on the text. Also, educators can identify if students read the text by formulating questions or apply an activity. In conclusion, these three stages allow students to be prepared and familiarized with the reading activity. Likewise, teachers can plan the activities in a better way and evaluate learners.

1.6.4 Reading comprehension

Reading comprehension is a complex process that involves different skills to make it possible. Therefore, teachers may find a contrast inside the classrooms regarding English reading comprehension skills among learners. Some students could consider this process normal or not difficult because they may have some English reading comprehension skills. On the contrary, other students could have problems due to a lack of these skills. Moreover, Safitri (2018) provides a clear definition for reading comprehension:

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the process of understanding and constructing meaning from a piece of a connected text. The connected text is any written material involving multiple words that forms coherent thoughts. (pág. 1)

1.6.5 Reading comprehension skills

Reading comprehension contains exclusive skills that are essential to do activities related to it. Karakoc (2019) explains that reading comprehension requires mastering the following abilities: comprehension, analyzing the information using own words, and judging or providing a personal view. To conclude, reading comprehension not only implies the ability to understand the information. On the contrary, students have to generate new data as output.

Likewise, there are extra reading comprehension subskills involved. The same author analyzed different proficient tests and found the following subskills required during English reading comprehension activities:

- ✓ Identify what the author tries to express with the information.
- ✓ Complete a sentence using specific information required.
- ✓ Identify a fitting title for a text.
- ✓ Understand a text organization.
- ✓ Identify the main idea.
- ✓ Identify specific facts.

1.6.6 Affective and academic factors that affect English reading comprehension skills

1.6.6.1 Attitude

There can be different affective and academic factors that cause problems during the English reading comprehension skills development. One factor is the attitude that students have when they have to read. The texts and content selected by teachers are crucial for students. Geng (2015) affirms that attitude and mother tongue are closely related. Students transfer their L1 reading attitudes to L2 texts because learners read mother tongue information most of the time. Therefore, students try to read L2 content as they do in L1. To conclude, the influence of the context where students currently live plays an important role.

1.6.6.2 Beliefs and Reading strategies

Furthermore, different beliefs and reading strategies used for English reading comprehension are crucial. First, students can have different perspectives about why they have problems when reading L2 content. However, they may avoid other causes that could be more serious. Second, students do English reading comprehension activities according to their academic backgrounds and possibilities (Geng, 2015). In conclusion, the success of English reading comprehension activities depends not only on teachers but on students and their preparation and perceptions for these types of activities.

1.6.6.3 Absence of purposes

The absence of purposes for the lessons can be a big problem. Teachers have to tell students the reasons why the English reading comprehension activity is essential. When students have a good reason for doing the reading activities presented, learners will probably put more effort into them (Geng, 2015). In summary, the socialization of the objective is crucial to encourage students to work properly.

1.6.6.4 Motivation

The lack of motivation from teachers and parents can affect students. On the other hand, motivated learners show positive values and high expectations (Geng, 2015). Besides, teachers have to remember humanist principles to work with learners. At home, family members have to help students identify why English reading comprehension is crucial and how it will influence the future. To conclude, motivation facilitates successful outcomes inside the classroom, and different actors are involved in this process.

1.6.7 Reading comprehension strategies

1.6.7.1 Skimming

This strategy allows students to get the main idea of a text without reading it word by word. Learners have to quickly review titles, subtitles, and first sentences of paragraphs (Estupiñan, 2020). In summary, students do not have to read the complete text.

1.6.7.2 Scanning

This strategy seeks to obtain specific information from the text. For example, it can involve the names of people, dates, and places (Estupiñan, 2020). In conclusion, scanning is an appropriate option to collect crucial data rather than getting the main idea as skimming.

1.7 Common European Framework of Reference for Language (CEFR)

The CEFR provides a guide to English teachers to identify the proficiency levels that students can reach. Also, it is possible to control the progress and plan activities properly. Moreover, the Council of Europe (2001) states:

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (pág. 1)

1.7.1 Global scale

Table 1

Global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Basic User A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Taken from: Council of Europe (2001)

1.7.2 Ministry of Education L2 learning standards for high schools in Ecuador

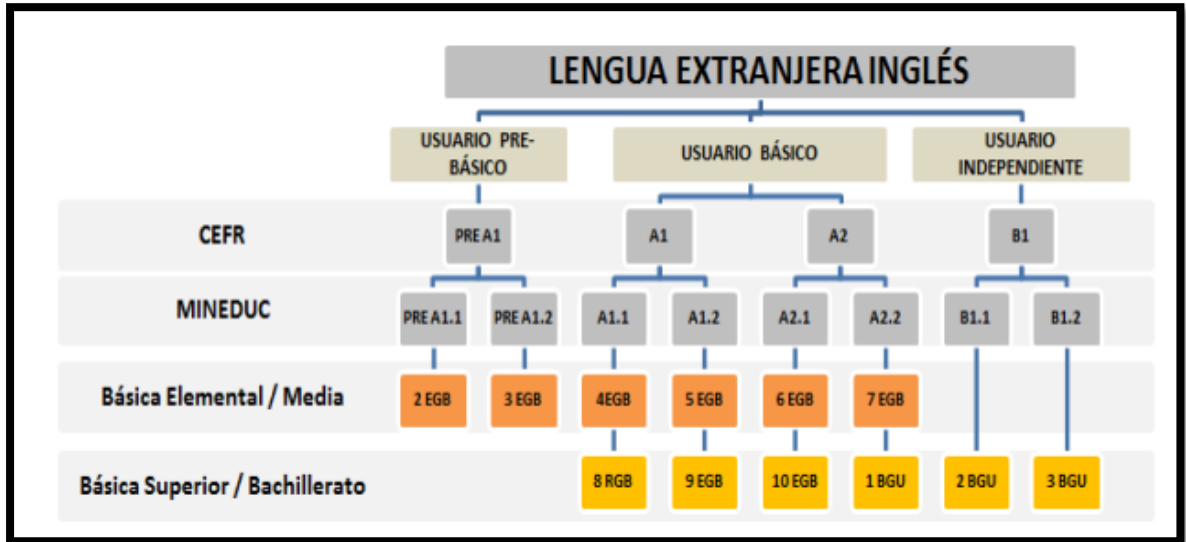


Figure 1: L2 Learning standards for High Schools in Ecuador

Taken from: Ecuador Ministry of Education.

The Ministry of Education establishes that Junior students must reach a B1.1 standard. Also, based on the target level, the Common European Framework of Reference (CEFR) explains what Junior students can do during English reading comprehension activities. The idea is that Junior students can comprehend the most relevant facts of standard information available in different contexts (Council of Europe, 2001).

1.7.3 CEFR B1 reading comprehension descriptors

Table 2

CEFR B1 reading comprehension descriptors

Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
Reading correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.

Reading for orientation

Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.

Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.

Can assess whether an article, report or review is on the required topic.

Reading for information and argument

Can recognize significant points in straightforward newspaper articles on familiar subjects.

Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.

Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.

Reading instructions

Can understand clearly written, straightforward instructions for a piece of equipment.

Can understand most short safety instructions, (e.g., on public transport or in manuals for the use of electrical equipment).

Can follow simple instructions given on packaging, e.g. cooking instructions.

Reading as a leisure activity

Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides, and magazine articles that are written in high frequency, everyday language.

Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.

Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made.

Reception strategies

Can make basic inferences or predictions about text content from headings, titles, or headlines.

Can listen to a short narrative and predict what will happen next.

Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).

Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).

CHAPTER II: METHODOLOGY

2.1 Background

The current research project took place at Unidad Educativa Victor Manuel Peñaherrera thanks to the assistance of the following authorities and English teachers: Dr. Pepe Yandún as Principal of the institution, MSc. Fernanda Torres as Vice-principal of the institution, MSc. David Villacrés as English area Coordinator and English Teacher, MSc. Ximena Yandún as English teacher, MSc. Irene Guacán as English teacher, and thirty-eight Junior students.

The data collection faced the current situation attributed to the pandemic. The principal problem was the survey application to fifty-two Junior students. Fourteen students did not have the opportunity to be part of this process. These absent students did not have an internet connection at home or any technological device. Consequently, family members go to the institution to receive printed material. On the other hand, other students have abandoned their studies due to the complex reality. As a result, it was possible to obtain the information from thirty-eight Junior students.

2.2 Type of research

This research project applied a qualitative and quantitative type of research. First, to understand the problem of the research project by studying different theories. Second, to analyze the results obtained after the instrument's application. Quantitative research is an objective study, which seeks to gather the causes related to the problem presented. Moreover, the main aim and issue are essential to begin this study. Also, it was necessary to include a study subtype inside the quantitative context known as a Descriptive Study. Regarding this subtype, the main aim is to quantify the information obtained and describe it using tables or graphics (Posso, 2013).

Furthermore, Posso (2013) states that qualitative research gives the possibility to comprehend the problem identified. Therefore, this study is related to the research process rather than the results. Likewise, this research included a study subtype known as Action Research as part of the qualitative context. Regarding this subtype, the instruments applied enabled to obtain information from Junior students. Based on the results, it was possible to

design the proposal to reinforce Junior students' English reading comprehension skills at Unidad Educativa Victor Manuel Peñaherrera.

2.3 Methods

2.3.1 Inductive method

This method began with collecting specific information to reach general findings. Posso (2013) explains that this method gives the possibility to arrive at conclusions based on the data presented in the theoretical framework or during the analysis of the results. Therefore, the data gathered with Junior students at Unidad Educativa Victor Manuel Peñaherrera was crucial to establish the conclusions.

2.3.2 Deductive method

The deductive method started to work from a general view to identify specific information. The theory presented in Chapter 1 and the analysis in Chapter 3 represented the basis for the guide development. In other words, the data from both chapters provided the direction and organization of the cooperative learning strategies guide (Posso, 2013).

2.3.3 Synthetic method

This method implied the analysis of a guide organization to design a new product, considering the rest of the data obtained. In this case, the design of the cooperative learning strategies guide required the study of how this new product has to be organized (Posso, 2013). As a result, it was possible to create a guide to provide solutions to the English as a foreign language reading comprehension problems identified on Junior students at Unidad Educativa Victor Manuel Peñaherrera.

2.3.4 Descriptive method

The descriptive method enabled the characterization of the different affective and academic factors found in Junior students. They are presented later in this chapter and at the beginning of Chapter 4.

2.4 Population identification

Table 3

Population identification

Institution	Year	Class	Students
Unidad Educativa	2do Bachillerato	2do Turismo	16
Victor Manuel	Junior Students		
Peñaherrera		2do Bachillerato	22
		General Unificado	
Total:			38 Students

Taken from: Secretary of Unidad Educativa Victor Manuel Peñaherrera in 2021.

2.5 Sample identification

The two courses became part of the survey application as a census, which did not exceed forty participants. As a result, it was not necessary to calculate a sample.

2.6 Research techniques and instruments

2.6.1 Interviews

This instrument favored gathering relevant information from different authorities and English teachers at Unidad Educativa Victor Manuel Peñaherrera. This process took place from February to April in 2021 through Zoom meetings. The data collected reflects the following aspects: limitations that the institution faces, causes attributed to the students, unfavorable effects found, application of strategies implemented by English teachers, results found from those strategies, and recommendations to design the guide. The complete transcriptions of the interviews are in the Annexes section. Finally, this instrument allowed the characterization of the affective and academic factors that affect English reading comprehension skills development. This final part can be found at the end of Chapter III.

2.6.2 Survey

The application of this instrument provided the basis to design the cooperative learning strategies guide in Chapter 4. Thirty-eight Junior students participated. Google Forms, Zoom, Teams, and WhatsApp supported to establish contact with Junior students. Also, this process took place from March to April 2021. As a result, it was possible to identify reading topics, resources to create the activities, and solutions based on what students prefer. Finally, Chapter 3 presents this information in more detail, and the Annexes section also contains extra information regarding certificates from the tutors that confirm the number of students surveyed.

2.7 Research questions

1. Why are English as a foreign language reading comprehension skills necessary?
2. What are the cooperative learning strategies used by English teachers inside the classrooms?
3. What are the affective and academic factors that affect the development of English as a foreign language reading comprehension skills?
4. Which of the cooperative learning strategies are appropriate according to the reality of the target students?

CHAPTER III: ANALYSIS OF RESULTS

3.1 Survey results

3.1.1 Difficulty of English reading comprehension activities

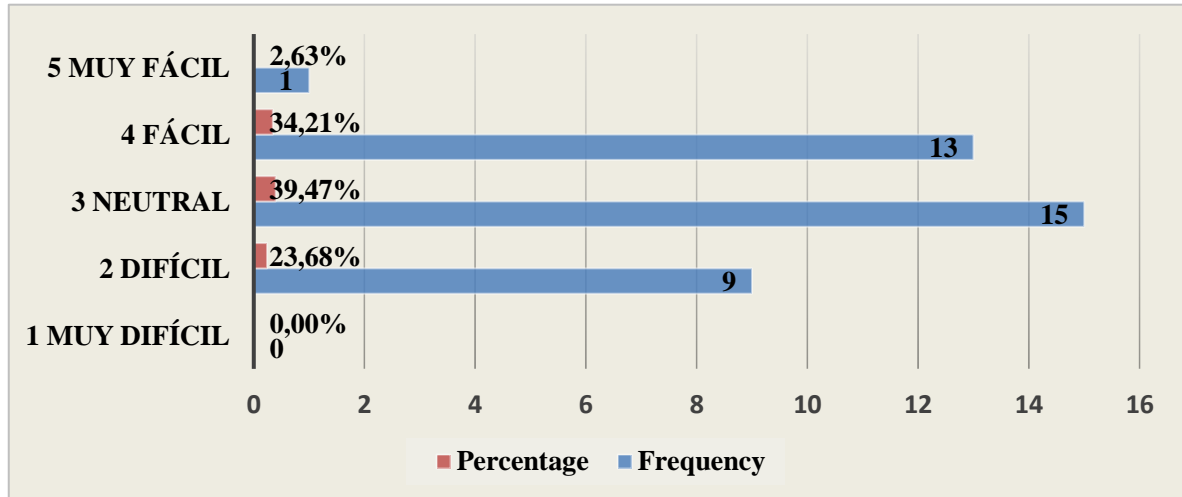


Figure 2: Difficulty of English reading comprehension activities

Taken from: Survey results.

Analysis

The bar chart shows the levels of difficulty when doing English reading comprehension activities. According to the data obtained, more than one-quarter of participants considered these activities neutral, which means these tasks are not easy and difficult at the same time. However, there could be some minimal issues that affect students. Likewise, almost one-quarter of learners affirmed these activities are difficult for them. Therefore, it is necessary to link the two previous results to conclude that more than half of students have problems doing English reading comprehension tasks. Geng (2015) mentions that L1 reading attitudes, lack of reading strategies, and motivation are some of the causes that generate problems for students when doing these activities. A significant percentage of Junior students are dealing with this problem. Consequently, it is crucial to find solutions to help them to face this issue and continue developing the English reading comprehension skills they need.

3.1.2 Causes that make English reading comprehension activities difficult

The following bar chart is focused only on the causes that make English reading comprehension activities very difficult, difficult, and neutral, considering the results in Figure 2. The complete graphic is in the Annexes section, and the most relevant results are included in this analysis.

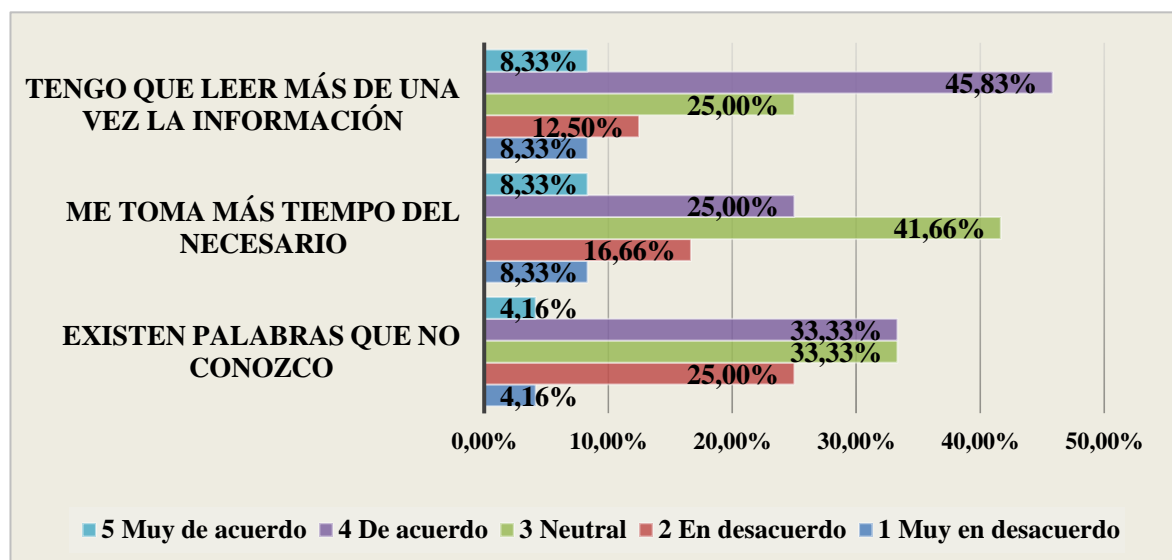


Figure 3: Causes that make English reading comprehension activities difficult

Taken from: Survey results

Analysis

The bar chart illustrates the causes that make English reading comprehension activities difficult. Based on the results, almost half of the students confirmed that it is necessary to read the text more than once. Additionally, more than one-quarter of learners affirmed they have problems when new words appear. Moreover, one-quarter of the participants considered they need more time than necessary to do these activities. There might be a connection between the three most accepted causes among Junior students. Reading a text a second time can be because of new words, and comprehension becomes more difficult. This issue makes learners go over physical or virtual dictionaries in the students' smartphones. Consequently, Junior students might require more time than the established to complete the target activity.

3.1.3 Reasons that become English reading comprehension activities easy

The following bar chart is focused only on the reasons that make English reading comprehension activities very easy and easy, considering the results in Figure 2. The complete graphic is in the Annexes section, and the most relevant results are included in this analysis.

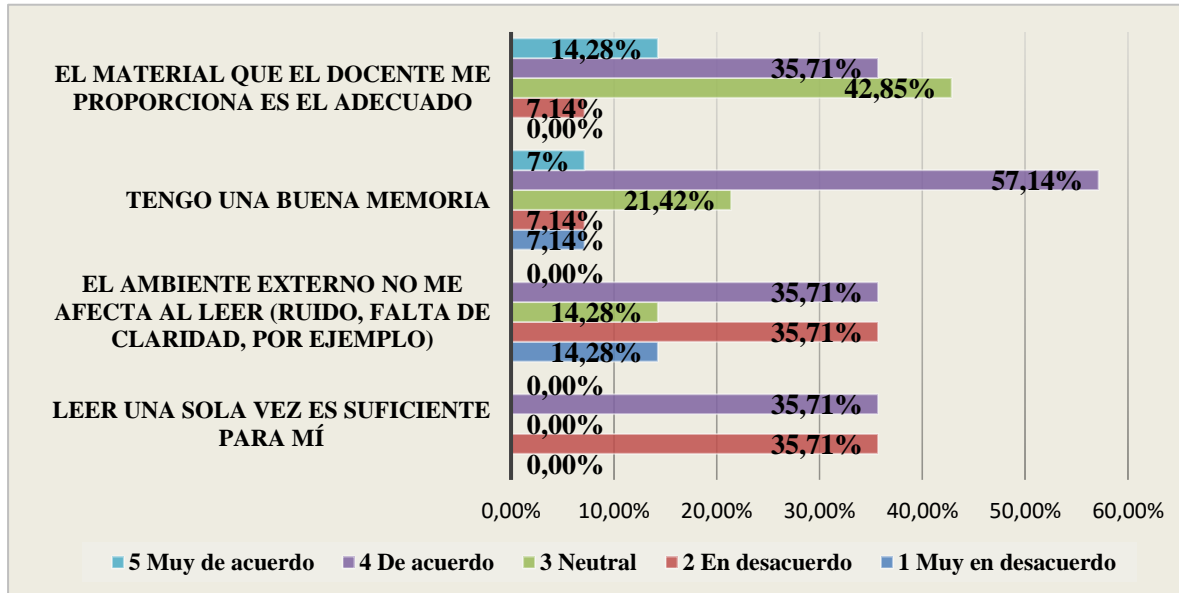


Figure 4: Reasons that become English reading comprehension activities easy

Taken from: Survey results

Analysis

The bar chart presents the reasons that become English reading comprehension activities easier for some students. Based on the data obtained, more than half of Junior students affirmed they have a good memory when reading a text. Moreover, more than one-quarter of learners stated that reading a text one time is enough. In addition, more than one-quarter of the participants considered that the materials provided by the teachers and the external environment are not a problem to them. Sadiku (2015) mentions that students who know a good number of words and continue expanding their inventory can deal with complex texts. However, there could be another crucial reason involved, known as reading habits. To conclude, it is positive to observe a limited number of students who can complete English reading comprehension activities with their current knowledge.

3.1.4 Importance of English reading comprehension activities

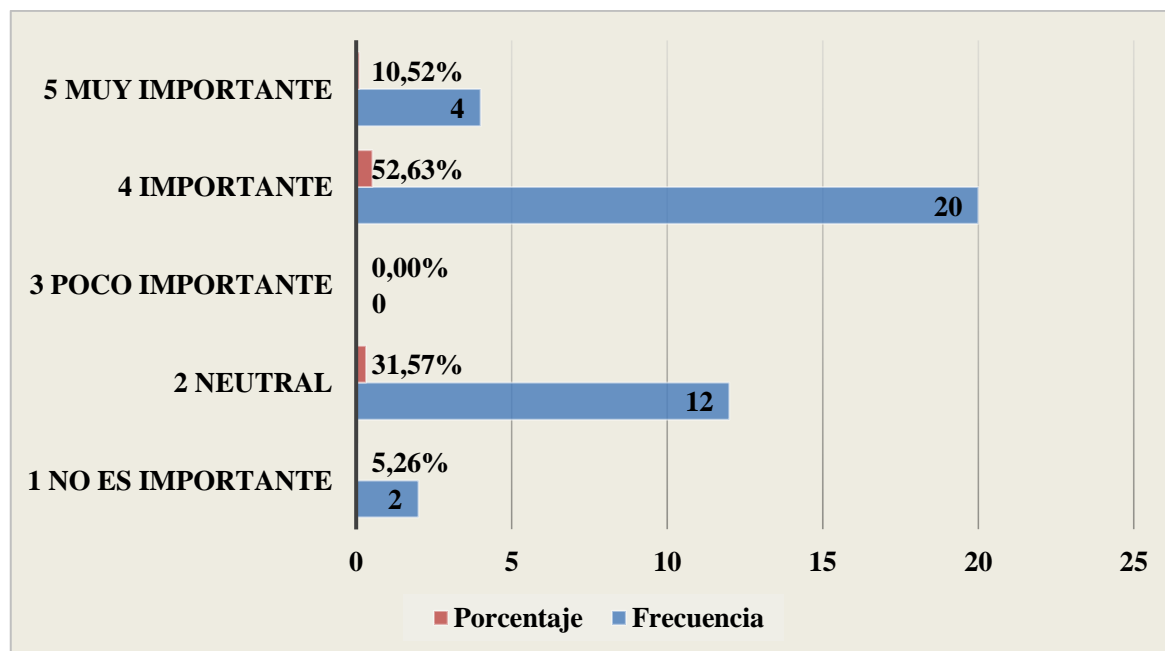


Figure 5: Importance of English Reading Comprehension activities

Taken from: Survey results.

Analysis

The bar chart shows the importance of English reading comprehension activities for Junior students. According to the results, more than half of the students affirmed that these types of activities are important to them. In contrast, a small minority of learners concluded that these tasks are not relevant. Therefore, it is possible to say that the cooperative learning strategies guide will be received positively by a good percentage of Junior students. The reason is that they can take full advantage of reading topics they are interested in to continue developing the English reading comprehension skills they need. Also, the activities are adapted to the time available, and the seven CLL strategies have a significant role during the tasks. Finally, Junior students will know about the new words included in the texts before they start reading.

3.1.5 Degree of interest in resources to find L2 texts

The following bar chart shows the most relevant results about the degree of interest from a list of resources to do English reading comprehension activities. The complete graphic is in the Annexes section. Also, the two highest percentages in each category are combined to do the analysis.

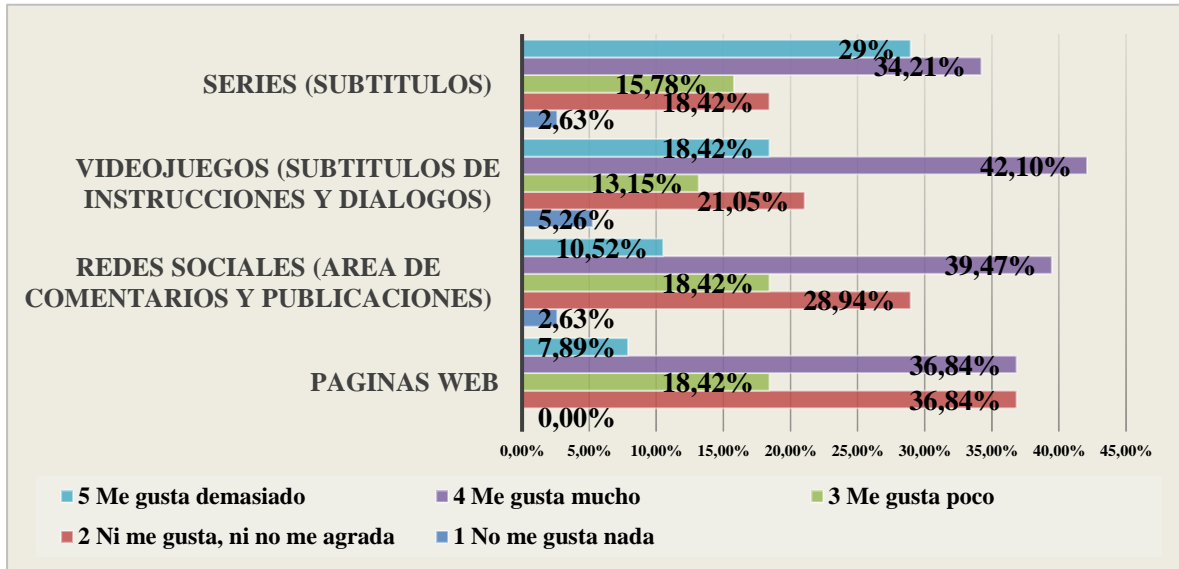


Figure 6: Degree of interest in resources to find L2 texts

Taken from: Survey results.

Analysis

The bar chart reflects the degree of interest in different resources to do English reading comprehension activities. Based on the data obtained, more than half of learners considered they prefer to watch series, especially those that contain subtitles. Also, video games had a similar acceptance of the participants. Likewise, almost half of the students affirmed that social media is another good resource to read L2 information. Finally, more than one-quarter of learners concluded that websites are interesting. There is a tendency to use the newest ways to read texts than the traditional ones. Social media and general websites are the ones that publish new video games and series. Therefore, they keep teenagers engaged with frequent updates until they are launched. Moreover, social media is the platform where teenagers can meet new people, including those where English is spoken.

3.1.6 Degree of interest regarding reading topics

The following bar chart shows the most relevant results about the degree of interest from a list of reading topics. The complete graphic is in the Annexes section. Also, the two highest percentages in each category are combined to do the analysis.

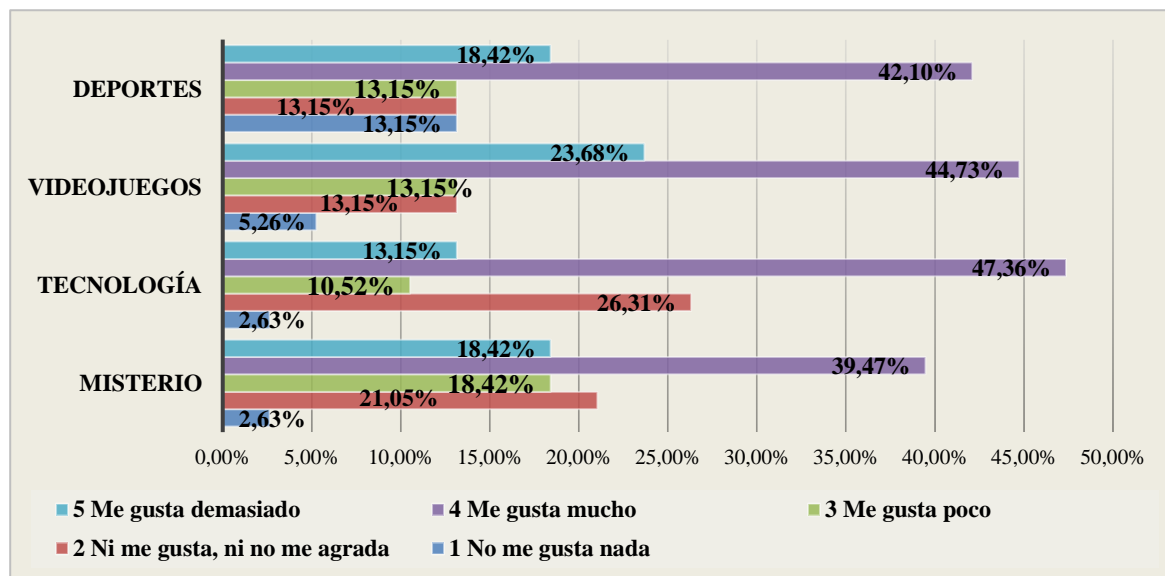


Figure 7: Degree of interest regarding reading topics

Taken from: Survey results.

Analysis

The bar chart presents the degree of interest from a list of topics for English reading comprehension activities. Based on the results, almost three-quarters of learners affirmed they are interested in video games. Moreover, more than half of the participants stated they are also interested in sports, technology, and mystery. It is possible to observe a connection between the current and previous analysis about the degree of interest in resources to find L2 information. The reason is that the topics selected can also be found in the same video games, websites, and social media. In addition, the survey applied also contained reading topics about science, national and international news, or reflection, but they are not part of the most relevant results. It means that those topics could be more appropriate for older students. Finally, this should be the start point for English teachers to find pertinent reading topics, being the students' ages crucial.

3.1.7 Solutions to reinforce English reading comprehension skills

The bar chart shows the most accepted solutions to reinforce English as a foreign language reading comprehension skills. The complete graphic is in the Annexes section. Also, the two highest percentages in each category are combined to do the analysis.

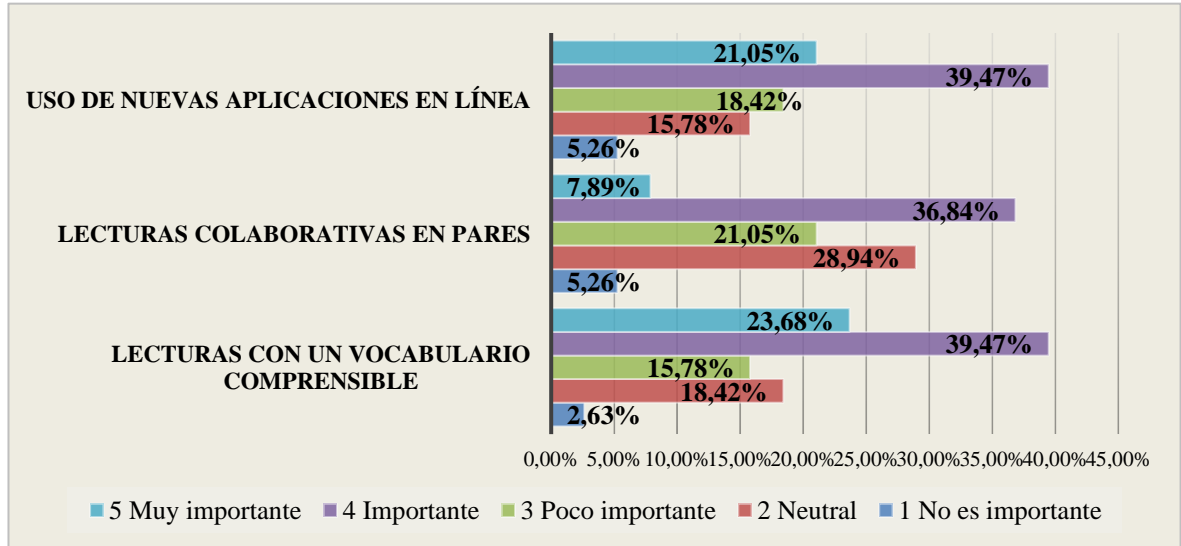


Figure 8: Solutions to reinforce English reading comprehension skills

Taken from: Survey results.

Analysis

The bar chart presents the most accepted solutions to reinforce English reading comprehension skills by Junior students. According to the data collected, more than half of the students considered texts with a comprehensible vocabulary as the most important solution. Moreover, more than half of the participants affirmed that using new digital tools is also essential. Finally, more than one-quarter of the participants stated that working in pairs is a good solution. The new study modality implies using new online tools to make more appropriate and interesting activities. One serious problem is that some learners do not attend the L2 lessons, and those who are part tend to leave before it finishes. One reason can be the use of the same materials and methodologies by English teachers. As a result, the classes might become boring and predictable.

3.2 Interviews analysis

The following section shows the perceptions collected from authorities, English area coordinator, and teachers at Victor Manuel Peñaherrera. The reason behind this process is to obtain data not only from Junior students. On the contrary, the authorities mentioned also play an essential role. Finally, the complete transcriptions of the interviews are located in the Annexes section.

3.2.1 Academic limitations for doing English reading comprehension activities

This analysis corresponds to the limitations found for doing English reading comprehension activities according to the authorities and teachers interviewed. Based on the information collected, all the participants confirmed academic limitations in that institution. For example, the lack of technological resources like an exclusive English lab, appropriate books according to the students' levels, and time to do the English reading comprehension activities are the principal limitations. Therefore, these issues must be analyzed and solved by the Ministry of Education. The reason is that this is an institution that depends on them.

3.2.2 Causes attributed to students that bring problems during English reading comprehension activities

The current analysis belongs to the causes attributed to students that bring problems during English reading comprehension activities. According to the information gathered, all the participants considered that the lack of interest is the most severe cause. This issue is also related to the lack of assistance to English lessons, commitment to investigate information properly, vocabulary, and motivation. These previous problems were also mentioned by the authorities and teachers interviewed. Also, one English teacher said that the lack of reading habits is also a serious problem. Therefore, it is possible to say that teachers are not the only people in charge of making the lessons effective. On the contrary, students also have a high responsibility.

3.2.3 Effects identified in Junior students

This analysis is referred to the effects found in Junior students due to the problems during English reading comprehension activities. Based on the information, almost all authorities affirmed that low grades are the principal effect among Junior students. Also, one English teacher said that Junior learners are not at the same academic level they used to have inside the classrooms before the pandemic. Therefore, returning to the standard modality and helping students to reinforce their English reading comprehension skills will represent a big challenge.

3.2.4 Strategies implemented to solve the English reading comprehension problems

The following analysis is focused on the strategies implemented by English teachers at Victor Manuel Peñaherrera to solve the English reading comprehension problems among Junior students. According to the information collected, all of the participants confirmed they have worked on different strategies. For example, English teachers organize reading plans according to the students' levels, in which one teacher seeks resources for the rest. Then, the next teacher does the same process after a time. Also, students have designed their books using the Book Creator website during the last year. In the end, learners presented their products to the rest of the class. Finally, English teachers are looking to implement an English library that contains appropriate leisure readings for students. All of the strategies mentioned are innovative alternatives to help Junior learners in a friendly way. Finally, cooperation among English teachers is evident and something to underline in this analysis.

3.2.5 Results of the strategies implemented

This analysis presents the results from the strategies implemented by English teachers. Based on the information, half of the participants evidenced that Junior students demonstrated better interest and motivation during English reading comprehension activities. Also, one English teacher identified that students showed a better academic performance. Therefore, interesting activities and according to the students' levels are something to take into consideration. Leisure readings have become part of English lessons during the last months, and this is an excellent way to make them accept that reading activities can be reachable.

3.2.6 Types of English reading comprehension activities preferred by Junior students

This analysis is focused on the types of English reading comprehension activities preferred by Junior students. According to the information collected, the majority of the participants mentioned interesting English reading comprehension activities for Junior students. For example, one English teacher considered forming groups with students with diverse academic levels. It was evidenced that Junior students enjoy working in this way. Moreover, another English teacher mentioned that drawing and interpreting the main idea is also attractive to them. Therefore, the Heterogenous Membership principle is present in this analysis, which is positive because CLL is effective among Junior students.

3.2.7 Suggestions to include in the CLL strategies guide

The following analysis is based on the different suggestions provided by Victor Manuel Peñaherrera authorities and English teachers to include in the CLL strategies guide. Based on the information obtained, half of the participants recommended using new digital tools to motivate and encourage creativity from Junior students. Additionally, one English teacher affirmed that it is necessary to talk with the learners before the class to make them aware that nobody is superior to other students because they comprehend texts more quickly or know more vocabulary in the case of reading. The idea is to motivate the students who have problems during English reading comprehension activities to participate and be part of the class. In conclusion, the last suggestion promotes inclusion, which is also part of the Heterogeneous Membership principle.

CHAPTER IV: PROPOSAL

4.1 Proposal title

COOPERATIVE LEARNING STRATEGIES GUIDE TO REINFORCE THE ENGLISH AS A FOREIGN LANGUAGE READING COMPREHENSION SKILLS

4.2 Objectives

4.2.1 General objective

To design a guide with cooperative learning strategies to reinforce the English as a foreign language reading comprehension skills in Junior students at Unidad Educativa Victor Manuel Peñaherrera.

4.2.2 Specific objectives

To identify the most appropriate cooperative learning strategies to work effectively during English reading comprehension activities.

To apply English reading comprehension activities based on the Junior students' preferences, needs, and possibilities.

4.3 Introduction

Junior students at Victor Manuel Peñaherrera do not have appropriate reading activities, online tools, and strategies to continue developing their English reading comprehension skills. The survey results indicated that more than half of learners have problems doing activities related to this skill. Also, academic factors such as lack of L2 vocabulary from students, and enough time to work, are involved. Moreover, affective factors like lack of motivation and attitude for these activities are evident among Junior students. All these factors mentioned are characterized as the most common causes that affect the development of the target skills on the target population.

This guide seeks to reinforce the English reading comprehension skills that Junior students need for their personal and academic lives in the future. The following cooperative learning strategies guide uses seven strategies as part of the activities designed. Also, it contains four units. Each module has reading topics, tasks based on that information, a vocabulary review, and a practical assignment at the end, where students can demonstrate everything they learned throughout the unit. The best option is to apply this guide in the standard modality because English teachers can monitor students and help them in a better way. However, each lesson plan has variations to develop the same activities, but in the online modality. Finally, the lesson plans contain links to tutorials to learn to use the different programs included in each activity.

4.4 Justification

Junior students at Victor Manuel Peñaherrera need appropriate solutions to help them to reinforce their English reading comprehension skills. Activities with topics according to what learners like, texts with a comprehensible vocabulary, reading activities adapted to the time available, cooperative language learning strategies that promote cooperation rather than competition, and new digital tools are the solutions that Junior students need. Finally, the application of this guide will improve affective factors like motivation and attitude to these activities, which are crucial.

Unit 1. Technology

UNIT 1

TECHNOLOGY



Unit objective:

To reinforce the English as a foreign language reading comprehension skills by reading about technology.

Contents:

- Folding Phones
- New gaming consoles
- Vocabulary review
- Technological Festival



Retrieved from: Pinterest (n.d.)

Lesson 1 – Folding Phones

Objective: By the end of the lesson, students will be able to identify the main idea and specific facts of an L2 text about folding phones, using the pair work, discussion, and three-step interview CLL strategies to fill out a worksheet as evaluation.

Time: 1 hour.

Cooperative language learning strategies: Pair work, discussion and three-step interview.

Process:

Warm-up (5 minutes): Brainstorm round a word: Students must give words associated to a specific word. Technology: computer, smartphone, laptop, earphones, tablet, etc.

PRE-READING (10 minutes):

Pair work and discussion

- a) Teacher will write on the board the following questions to activate the students' prior knowledge: 1) What cell phone company names do you know? 2) When do you think the first cell phone came out? 3) Where do you think the first cell phone came out? Then, in pairs, students must discuss in their seats about possible answers. Finally, both learners have to go to the board to write their answers. **Note:** if the lesson is online, Nearpod provides a collaborative board and WhatsApp to discuss.
- b) Teacher is going to introduce new vocabulary about folding phones, writing the words from page 43 on the board. Then, teacher must give to each pair little papers that contain separated definitions. Both students have to guess and go to the board to paste the papers with the right words. Finally, teacher will correct the wrong definitions and give a copy of page 43 to each student. **Note:** if the lesson is online, teacher can use Nearpod to explain the vocabulary, but using gifs to represent each word.

WHILE-READING (25 minutes):

Pair work and discussion

- a) Individually, students will start reading the folding phones' text. Then, teacher must form new pairs and students are going to read the text again and together. After that, students have to discuss among them to identify the main idea of the text, which is related to how folding phones are compared to old smartphones. On the contrary, the specific details or facts are related to dates, names of companies and folding phones.
- b) Then, in the same pairs and in only one piece of paper, both students will make a list with the most relevant facts about the text. Meanwhile, teacher must monitor that both students from each pair are working.
- c) After that, each pair is going to write on the board the main idea found out by them and at least two facts about the text.
- d) Finally, teacher will read for all the class the main ideas written by each pair. Then, individually, students must participate orally to generate one final main idea for all the class. **Note:** if the lesson is online, students can use WhatsApp to discuss and Nearpod's collaborative board to write the information.

AFTER-READING (10 minutes):

Three-step interview

- a) In the same pairs, students are going to take turns to interview each other to make inferences about the text and review the information again if necessary. **Note:** students can use WhatsApp to discuss.

EVALUATION (10 minutes): Individually, students will complete a worksheet that contains five questions about specific facts of the information read. **Note:** Quizziz is a good option to apply the evaluation if the lesson is online.

Materials:

1. Use WhatsApp, Quizziz and Nearpod in the case the lesson is online.
How to use Nearpod? Click here: <https://www.youtube.com/watch?v=a2vKISRjWMM>
How to use Quizziz? Click here: <https://www.youtube.com/watch?v=oDO3j2PjS7s>
2. Board, markers, notebooks, computers and printed papers for the evaluation part (normal modality).

VOCABULARY



Folding: an object that can change into a smaller size.

Smartphone: a mobile phone.

Device: related to a smartphone.

Catch: to make a person feel interested.

Become: to change into something else.

Tablet: technological device.

Screen: the part of a computer that shows images.

User: person that uses a product, or service.

Outside: the external part of something.

Company: organization that offers products or services.

Retrieved from: Cambridge Dictionary (n.d.)

Folding phones



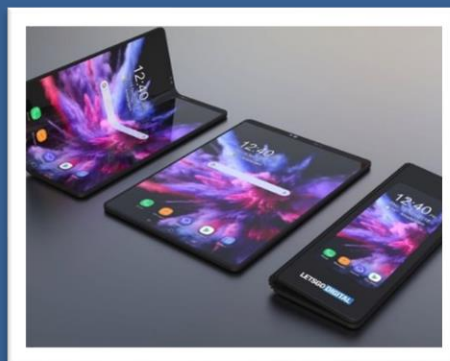
Suggestion: If this information will be presented online, change the images with gifs that you can find on Google to make your presentation more interesting.

Folding phones are finally real. The first folding phone appeared in 2018, but in 2019 many companies like Samsung or Huawei created their own devices. The Royole FlexPai was the first folding phone created by Royole, a Chinese company. The principal difference between a folding and a normal phone is that the screen can be opened and closed (Maring, 2020).



Retrieved from: Pinterest (n.d.)

In 2019, Samsung created the Galaxy Fold. This device caught the attention of people in the United States, and this is how folding phones became more popular. This folding phone becomes a tablet if the principal screen is opened, and users can have a better experience when they want to read information or watch videos. This smartphone has an extra screen behind that shows new messages, and many apps can be used (Maring, 2020).



Retrieved from: Pinterest (n.d.)

In the same year, Huawei created a new folding phone called “Huawei Mate X”. This folding phone gives a different impression because the principal screen is located outside the device (Maring, 2020).



Retrieved from: Pinterest (n.d.)

At the end of 2019, Motorola presented a new folding phone called “RAZR” that many people loved. The design of this cellphone is like one of the first cellphones they created (Maring, 2020).



Retrieved from: Pinterest (n.d.)

In 2020, these companies presented new models to the world. These new models have a better system, but the designs are similar to the first folding phones. Users can find these folding phones in Ecuador or any other country in the world. In conclusion, people live a new experience with smartphones, but the future is a mystery because things that are part of fantasy can become real.

What do you know about folding phones?



This is an example of Nearpod's collaborative board where students can write their own main ideas and specific facts of the text if the lesson will be developed online.

Collaborate Board

What do you know about folding phones? 22

In pairs, students have to write one characteristic of folding phones from 204

Introducing Collaborate Board - an interactive brainstorming tool.

Using Collaborate Board students can see their text and images responses shared with the class in real time. Keep classroom discussion lively and engaging with Nearpod!

Retrieved from: <https://nearpod.com>

Evaluation!



EVALUATION

Name:

Class:

Date:

Grade

Answer the questions based on the information read. There is one answer for each question.

- 1. What was the year when the first folding phone came out?**
 - a. 2013
 - b. 2015
 - c. 2018
 - d. 2021
- 2. What was the first company that presented a folding phone?**
 - a. Royole
 - b. Samsung
 - c. Huawei
 - d. Motorola
- 3. What is the main difference between a folding and a normal screen?**
 - a. The screen can be opened and closed.
 - b. The screen works better than other cell phones.
 - c. The screen is very expensive.
 - d. The screen cannot be submerged under the water.
- 4. What does the Galaxy Fold have behind the principal screen apart of the cameras?**
 - a. Glass
 - b. Plastic
 - c. An extra screen
 - d. A physical clock
- 5. How did Motorola name its first folding phone?**
 - a. Galaxy Fold
 - b. Huawei Mate X
 - c. RAZR
 - d. ThinkPad X1 Fold

Answer Sheet

Answer the questions based on the information read. There is one answer for each question.

1. What was the year when the first folding phone came out?

e. 2013

f. 2015

g. 2018

h. 2020

2. What was the first company that presented a folding phone?

e. Royole

f. Samsung

g. Huawei

h. Motorola

3. What is the main difference between a folding and a normal screen?

e. The screen can be opened and closed.

f. The screen works better than other cell phones.

g. The screen is very expensive.

h. The screen cannot be submerged under the water.

4. What does the Galaxy Fold have behind the principal screen apart of the cameras?

e. Glass

f. Plastic

g. An extra screen

h. A physical clock

5. How did Motorola name its first folding smartphone?

e. Galaxy Fold

f. Huawei Mate X

g. RAZR

h. ThinkPad X1 Fold

Lesson 2 – New gaming consoles

Objective: By the end of the lesson, students will be able to identify the main idea of an L2 text about new gaming consoles, using the pair work, numbered heads together, and discussion CLL strategies to create a video describing them.

Time: 1 hour

Cooperative language learning strategies: Pair work, discussion and numbered heads together.

Process:

Warm-up (5 minutes): What gaming consoles do you know? Students have to tell the names of gaming consoles. New or old consoles can be mentioned.

PRE-READING (20 minutes):

Numbered heads together and discussion

- a) Teacher will form the class in groups of four students to help them to activate their prior knowledge. Then, teacher gives to each group member a number from one to four. Each group is going to select one new or old gaming console. Also, in only one piece of paper, all the group members will write the name of the console and video games they know for that system. After that, all the group members are going to discuss to choose the best video game from the list they wrote. Finally, teacher will mention two numbers and the students who have them go to the board. They will draw the gaming console and explain the game chosen using basic words like, war, adventure, and horror. **Note:** if the lesson is online, Teams and Zoom offer break rooms where students can discuss in groups, WhatsApp's chat to write the information and Nearpod's board to draw the console.
- b) Teacher is going to introduce new vocabulary about new gaming consoles by printing page 50. Learners must paste it in their notebooks. However, teacher has to monitor that everybody did it to continue with the activity. Then, teacher will show printed images related to the definitions. Finally and individually, students must guess and link the words with the images by participating orally. **Note:** if the lesson is online, teacher will provide the vocabulary in a PDF file and the images are going to be presented using Nearpod.

WHILE-READING (20 minutes):

Pair work and discussion

- a) First, teacher is going to form new pairs considering the heterogeneous membership CLL principle. Then, individually, students must read the text one time to be more familiar with it. After that, each student will choose one of the two paragraphs of the text to read it again. Then, each student has to explain to the other one the content of the paragraph selected using his/her own words. **Note:** if the lesson is online, students can send audios to each other using WhatsApp.
- b) Second, both students are going to discuss to identify the main idea of the text. The principal idea is referred to how different the new consoles are in comparison to the old ones. Finally, they must write the main idea in their notebooks. At the same time, teacher will monitor the students' work in the case they have problems.
- c) Third, in the same pairs, students must discuss about which console looks more interesting and select one of them. After that, teacher is going to make a list with the students' names and the console chosen by them. This is required to do the final activity explained in more detail on page 52.

AFTER-READING (7 minutes):

- a) In the same pairs, students must discuss about the full text to fill possible gaps. Also, teacher can support to each pair to clarify the information if necessary.

Homework (8 minutes):

- a) Teacher will explain to students the task on page 52.

Materials:

1. Zoom, WhatsApp, and Nearpod. How to use Nearpod? Click here: <https://www.youtube.com/watch?v=ISIZX8RxoOQ>
2. Computer, smartphones, pens, and notebooks.

VOCABULARY



Owner: a person that has something for himself/herself.

Offer: do something for someone else.

Arrive: to start to happen.

Console: device that contains controls, usually for video games.

Expert: a person with knowledge for something.

Surprised: feeling amazed because something happened.

Better: something with a good quality compared to another thing with a bad quality.

Controller: device used for video games.

Vibrate: to shake.

Membership: being part of an organization.

Cost: the price of a product.

Free: without price.

NEW GENERATION CONSOLES



I can make new friends from foreign countries by playing videogames!



Retrieved from: Pinterest (n.d.)

The new generation consoles are here, and millions of fans want to have one. Microsoft and Sony are the owners of these devices that offer a new experience for video games. The Xbox Series X arrived first in November 2020. Experts felt surprised because of the new characteristics of both consoles. Days later, the PlayStation 5 arrived. Many people think that the PlayStation 5's design looks better than the Xbox Series X's. One of the things that the consoles offer is the possibility to play video games in 4k resolution. The new characteristics of both consoles allow gaming companies to create new and more realistic videogames.

One thing that makes the PlayStation 5 better than the Xbox Series X is the controller. This device can be adapted to many videogames. For example, if you are using a pistol, the controller will vibrate like in real life. Microsoft and Sony offer new services included with the new consoles. Players can use many videogames from previous consoles, but users have to pay a membership to get the games for free. One negative thing about Sony is that Microsoft offers more video games than the PlayStation 5. Finally, the two consoles cost 500 dollars in the United States, but the price can be different in other countries.

Retrieved from: own creation.

Homework



Pair Work - Homework

1.- In the same pairs, students will record a 3 minutes video showing the gaming console selected and including the following information.

- a) Name of the console.
- b) At least 5 images of the console.
- c) Explain the main idea of the text read in class (orally).
- d) Date when it was launched.
- e) Price.
- f) Two new characteristics of the console apart from the information read.

Consider these suggestions:

- ✓ You can use Zoom or Teams to record the video.
- ✓ Do not read the information you are planning to present unless to remember some words.
- ✓ The two members have to speak and cooperate to create the video.
- ✓ Use basic information (you can express your ideas giving short sentences and concrete words).
- ✓ Your video has to be presented in no more than 3 minutes.

Lesson 3 – Vocabulary review

Objective: By the end of the lesson, students will be able to internalize the new vocabulary learned in lessons 1 and 2, using the pair work CLL strategy to fill out a worksheet as evaluation.

Time: 60 minutes.

Cooperative language learning strategy: Pair work

Note: This is an exclusive lesson to reinforce the vocabulary learned in lessons 1 and 2. Therefore, the pre-during and after reading stages do not form part this time.

Process:

Warm-up (5 minutes): Expanding texts. Students have to form sentences adding new words. The vocabulary recently learned has to be used. One student will start saying any word. Then, another student is going to continue adding extra information to form the sentence.

Class Presentation (5 minutes):

- a) Teacher will write on the board all the new words presented in lessons 1 and 2. Then, teacher is going to write next to each word the name of one student. In the case there is not enough words, teacher must go back to both texts and select new words.

Note: if the lesson is online, Nearpod is a good option to do this activity.

Controlled Activities (30 minutes):

Pair work

- a) Teacher must print and give to each student the classwork on page 54. Students have to interpret the definition of the word assigned by drawing in the classwork paper. **Note:** if the lesson is online, students can use Nearpod to draw.
- b) Once all the students finished drawing, they will move their seats to form a circle in the middle of the class.
- c) All the students must put their papers in the middle of the circle (on the floor) and one by one will briefly explain their drawings to the rest of the class. During this activity, students will be able to review and *internalize* all the words and their definitions in a practical way. They can make notes during the explanations if necessary. **Note:** if the lesson is online, Nearpod shows all the drawings once students finished.
- d) Finally, students are going to move their seats again to return to the normal class arrangement. After that, they will form *pairs and discuss* the words reviewed to fill possible gaps. To conclude, teacher can intervene to explain the definitions if necessary.

Note: if the lesson is online, students can use WhatsApp to discuss.

Evaluation (10 minutes):

- a) Students must fill out a worksheet (print page 55). This activity will be done individually. **Note:** if the lesson is online, Quizziz or Google Forms are good options to adapt and apply the worksheet.

Important (10 minutes):

- a) Teacher is going to explain that in pairs, students have to prepare a technological festival for the next class. Both students must design six devices (3 each one) from lessons 1 and 2, using recycled material.
- b) Also, teacher have to provide to students different expressions that they will use in the festival. For example: Good morning, welcome to my store! How much is that device? It costs \$ dollars. It is good to make business with you. Thanks for coming. Goodbye.
- c) Finally, students have to bring different materials to decorate the stores.

Materials:

1. Printed papers, pencils, colors (normal modality).
2. Nearpod, Quizziz, WhatsApp, and Google Forms (online modality).

Classwork

Name:

Class:

Date:

1.- Draw the definition of the word assigned by the teacher. At the end, you will explain it to the rest of the class.

Draw here

Write the word here

Evaluation!

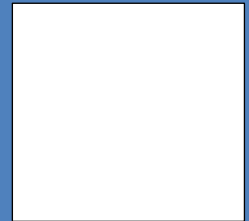


Evaluation

Name:

Class:

Date:



Grade

1.- Match the words with the correct definitions based on the vocabulary reviewed.

Owner: device that contains controls, usually for video games.

Console: a person that has something for himself/herself.

Expert: being part of an organization.

Membership: price of a product.

Cost: a person with knowledge for something.

Folding: an object that can change into a smaller size.

Catch: the external part of something.

Screen: person that uses a product, or service.

User: the part of a computer that shows images.

Outside: to make a person feel interested.

Answer Sheet

Match the words with the correct definitions based on the vocabulary reviewed.

Owner: ~~device that contains controls, usually for video games.~~

Console: ~~a person that has something for himself/herself.~~

Expert: ~~being part of an organization.~~

Membership: ~~the price of a product.~~

Cost: ~~a person with knowledge for something.~~

Folding: ~~an object that can change into a smaller size.~~

Catch: ~~the external part of something.~~

Screen: ~~the part of a computer that shows images.~~

Outside: ~~person that uses a product, or service.~~

User: ~~to make a person feel interested.~~

Lesson 4 - Technological Festival

Objective: By the end of the lesson, students will be able to use the vocabulary learned throughout the unit by doing a technological festival and using the pair work CLL strategy.

Time: 60 minutes.

Cooperative language learning strategy: Pair work.

Warm-up: This activity does not have a warm-up.

Process:

Class Presentation (10 minutes):

- a. Teacher will explain to students that they are going to have 50 minutes to sell the devices they brought to other classmates.
- b. Teacher must provide to students money made by recycled paper to be used in the activity.
- c. Teacher is going to tell students that they have to use at least three times the vocabulary reviewed in lesson 3.
- d. Students will start preparing the stores.

Controlled Activities (50 minutes):

Pair work

- a. In pairs, students are going to take turns to sell the products and visit the rest of stores (shared leadership). The leader will be the student who stays in the store. That student must make notes of the products sold and the money spent. Every 10 minutes both students will switch roles.
- b. Teacher must move around the stores controlling that students are using the vocabulary reviewed in lesson 3 and the expressions given at the end of the same lesson.

Evaluation:

- a. Teacher will make notes of the number of products that each pair sold. The highest grade is going to depend on the highest number of products sold. Finally, teacher has to give the grades the next class.

Online modality:

- a. This activity can be done online asking students to show the devices by turning on their cameras. However, teacher must assign turns to each pair to present their products and to the other students who will buy them (it is recommendable to use the assistance list to give the same opportunities to all the students).
- b. Both students in each pair (selling and buying) have to interact when teacher gives them the opportunity to speak.
- c. Instead of money, the devices can be sold only if the students interested in the products use the reviewed vocabulary and expressions from lesson 3. Otherwise, teacher is going to give the opportunity to the next pair to participate.
- d. The grade will be assigned following the same process as in the normal modality.

Materials:

1. Money (made by recycled papers).
2. Technological devices (made from recycled materials).
3. Notebook and pens (to make notes of the devices sold and money spent).
4. Decoration materials.
5. Speakers and music (this is optional to improve the classroom's environment).
6. Computers (online modality).

Resources to be used in the activity



Note: It is necessary to print and cut a significant number of copies to give to each pair



UNIT 2

VIDEOGAMES



Unit objective:

To reinforce the English as a foreign language reading comprehension skills by reading about videogames.

Contents:

- Red Dead Redemption II overview
- Red Dead Redemption II's story mode
- Vocabulary review
- Alternative ending for Red Dead Redemption 2

Lesson 1 - Red Dead Redemption II overview

Objective: By the end of the lesson, students will be able to identify the main idea of an L2 text about a popular video game, using the numbered heads together and discussion CLL strategies to prepare a 4 minutes presentation.

Time: 60 minutes

Cooperative language learning strategies: Numbered heads together and discussion.

Process:

Warm-up (5 minutes): Bingo: teacher will write 10 words related to the topic on the board. Each student must select 6 and write them in one piece of paper. The student who has the six words selected by the teacher wins.

PRE-READING (15 minutes):

- a. Students will watch a YouTube video that shows a Red Dead Redemption II gameplay to help them to predict the game, its approach and environment. Then, teacher must ask the following questions:

1) What do you think the video game is about? 2) Does this game look like real life?

Note: if the lesson is in the normal modality, it is necessary to use the projector, speakers or the lab.

- b. Teacher is going to introduce new vocabulary related to the video game. The class will be divided in two groups, in which the teacher must give to each one the same amount of words with the definitions (the easiest words) from page 61. One student per group will go to the front of the class and the rest of his/her group must make signs and actions with their hands to explain the meaning of that word (teacher has to select the word and write it on the board with related words). The student in the front of the class will guess and point out to the right word (the participant has 3 attempts). Then, another member of the group must go to the front of the class and do the same process. The group which guessed 4 words wins. Finally, teacher is going to give to all the students the complete list of words to paste them in their notebooks. **Note:** if the lesson is online, Zoom or Teams are perfect for this activity.

WHILE-READING (25 minutes):

Numbered heads together and discussion

- a. Teacher must divide the class in four groups. Each group will receive a different text (print pages 62 and 63), which they contain a different overview about Red Dead Redemption II. Then, individually, students in each group have to read the text two times. After that, students will discuss the information to give personal thoughts and identify the main idea of the text. The principal idea is based on information that differs one text from another.
- b. Teacher has to monitor that all the students are discussing and cooperating to identify the main idea. However, he/she can intervene to help students if necessary.
- c. Teacher will tell to each group that everybody must know the main idea of the text. Also, teacher will give one number (1-4) to each team member. Then, teacher must explain that one member per group is going to do a 4 minutes presentation describing how the game is.
- d. Finally, teacher has to give some ideas to students to present. For example, Good morning, I am going to describe Red Dead Redemption II. The game offers... the game looks like... the game has... (teacher can give more ideas). Then, all the students have to practice and be ready to present. **Note:** if the lesson is online, students can use Teams or Zoom break rooms to discuss and practice. Also, WhatsApp to write the main idea.

AFTER-READING (5 minutes):

- a. All the students in each group must make inferences among them to be sure that everybody is ready and can ask to the teacher for the pronunciation of some words. **Note:** this is the time where teacher says that all the students with number 4 will present.

Evaluation (10 minutes): Teacher says that only two groups will present and the remaining ones must do it as homework.

Materials:

1. Red Dead Redemption II video: <https://www.youtube.com/watch?v=6NVBe4BKLkY&list=LL&index=2>
2. Zoom, Teams, computers, and smartphones (online modality).
3. Projector, speakers, computers, notebooks, pens and printed papers with the texts (normal modality).

VOCABULARY!



Desert: a hot and dry area of land.

Town: a place where people live.

Announce: to tell people official information.

Travel: to move to another city or country.

Sheriff: related to a police officer.

Band: a group of people.

Survive: to continue living after an accident.

Can: to be able to do something.

Find: to discover something.

Bear: a large and strong animal that lives in forests.

Buy: to use money to receive something.

React: to respond to a situation.

Fight: to use your body or guns to hurt somebody else.

Follow: to move with someone and go where he/she goes.

Prison: a place where criminals go for many years.

Business: to offer and accept a service.

Race: a competition.

War: a violent and mortal conflict.

Content: information of something.

Retrieved from: Cambridge Dictionary (n.d.)

ROCKSTAR GAMES PRESENTS RED DEAD REDEMPTION II



Retrieved from: Rockstar Games (n.d.)

Group 1

Red Dead Redemption II (RDR 2) is an open-world game created by Rockstar Games, an American video games company. This company needed eight years to create this game, and more than 2000 people worked on it. Rockstar Games created other popular videogames like Grand Theft Auto and Bully. This game is different from the others with big cities because most of the map in RDR 2 has natural areas. Players can visit deserts, forests, rivers, mountains, and many towns located in different parts of the map. RDR 2 was announced by the company in 2016 and finally arrived in 2018 (Rockstar Games, s.f.).



Retrieved from: Rockstar Games (n.d.)



Retrieved from: Rockstar Games (n.d.)

Group 2

The story happens in 1899 in the United States, where people used horses to travel. Arthur Morgan is the name of the principal protagonist that players have to use to complete the main story. Arthur is part of a band that escapes from sheriffs and helps the band obtain money to survive. Dutch van der Linde is the leader, and Arthur is the son he always wanted to have. Players can observe natural areas and experience a real-life climate. Animals can be found in the areas where you are. For example, if you are visiting forests, bears can attack you. RD2 is one of the games with the most extensive list of animals (Rockstar Games, s.f.).



Retrieved from: Rockstar Games (n.d.)



Retrieved from: Rockstar Games (n.d.)

Group 3

Players can visit many towns to do different activities during the day or at night. It is possible to buy food in a store or eat in a restaurant. Arthur Morgan can buy new clothes, cut his hair, take a bath, sleep in a hotel or buy medicines. People who live in the town react like in real life. For example, if you start a fight, the rest will make a circle to watch it. Pay attention because sheriffs can follow you to take you to prison. Another fascinating thing is that you can travel between towns using the train stations. It is an excellent form to move in the map faster because you need 15 minutes in real-time to move around the map (Rockstar Games, s.f.).



Retrieved from: Rockstar Games (n.d.)



Retrieved from: Rockstar Games (n.d.)

Group 4

One of the things that make video games more famous is the multiplayer mode. Red Dead Redemption 2 has this possibility where RDR 2 fans can become friends. Players have the opportunity to create a character that can be female or male. They can buy the same things that the story mode has. Players can start their business to make more money to buy new clothes or horses. Game modes are also available for players. They can make races, defend the zone or create a war with other players. Rockstar Games continues giving new content to the game, but most people who played this game say that the story mode is much better (Rockstar Games, s.f.).



Retrieved from: Rockstar Games (n.d.)



Retrieved from: Rockstar Games (n.d.)

Evaluation!



Oral Presentation

1. One student per group will do a 4 minutes presentation about Red Dead Redemption 2, describing it. Consider the following suggestions:
 - ✓ Give a number to each group member. In this case, all the students with number 4 will present.
 - ✓ Give to each group some expressions to include in the presentation (check the lesson plan).
 - ✓ The groups that will do the video as homework must include visual aids, record it in no more than 4 minutes, and only students number 4 will do it.
 - ✓ Provide to students a general summary of the four texts the next class.
 - ✓ Use the oral rubric provided in the next page to assign a grade.

Table 4*Oral presentation rubric*

Name: _____ Score: _____

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

Retrieved from: Pinterest (n.d.)

Lesson 2 - Read Dead Redemption II's story mode

Objective: By the end of the lesson, students will be able to identify the main idea and specific details of a YouTube video about one RDR2 story mode mission, using the pair work and discussion CLL strategies to fill out a worksheet as evaluation.

Time: 60 minutes

Cooperative language learning strategies: Pair work and discussion.

Process:

Warm-up (5 minutes): Likes: Teacher will ask to students to write 5 things they like about videogames and technology in a piece of paper. Finally, 3 students will share their information to the class.

PRE-READING (10 minutes):

- a. Teacher is going to give a general summary to students about the texts read in lesson 1 to activate their prior knowledge. Meanwhile, students will make notes if necessary.

Note: this lesson does not contain a vocabulary section because students will watch a video that contains subtitles. In addition, the video will help them to accomplish the receptive purpose.

WHILE-READING (30 minutes):

Pair work and discussion

- b. Teacher is going to present a video that contains one Red Dead Redemption II story mode mission. Meanwhile, students do not have to make notes. **Note:** it is necessary to use projector, speakers or the lab for the normal modality.
- c. Then, teacher will form pairs. Both students are going to discuss about the video to give their impressions and then identify the main idea and specific details about it. The principal idea is about robbing a train to obtain money. The specific details are about material to get into the train and the events inside it. **Note:** if the lesson is online, students can use WhatsApp to discuss and write the main idea and specific details.

AFTER-READING (5 minutes):

Pair work and discussion

- a. In the same pairs, students must make inferences about the video. This is the time where students can help each other, especially to the ones who have English reading comprehension problems. However, teacher can intervene if necessary.

Evaluation (10 minutes):

- a. Individually, students are going to fill out a worksheet based on the video watched. **Note:** if the lesson is online, Google Forms is a good option to apply this activity.

Materials:

1. YouTube video: <https://www.youtube.com/watch?v=ZKYT6Xc3cLw&list=PLQ3KzJPBsAHn5gnhZdluZJVe0dj5dnBHX&index=5>
2. Evaluation paper (normal modality, page 68).
3. Projector, speakers, computers, notebooks, and pens (normal modality).
4. Google Forms (online modality).

Gameplay video screenshots!



Retrieved from: GTA Series Videos (2018)

Evaluation!



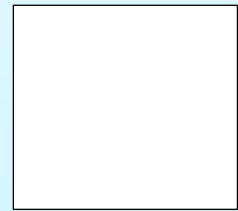
Note: The answers are just an idea. Students can use their own words, but their answers have to be related to the ones mentioned.

Evaluation

Name:

Class:

Date:



Grade

Answer the following questions considering the video watched.

1.- What was the main objective of the band? (2 points)

.....

Answer: They wanted to steal the train to get money.

2.- What was the main problem? (2 points)

.....

Answer: The dynamite did not explode or the train did not stop.

3.- What happened inside the train with the guards? (2 points)

.....

Answer: They shoot or attacked the guards.

4.- How did the band destroyed the secret area of the train? (2 points)

.....

Answer: They put dynamite to open the door.

5.- What was the most interesting part of the video? Why? (2 points)

.....

Answers will vary.

Lesson 3 – Vocabulary review

Objective: By the end of the lesson, students will be able to internalize the vocabulary from lesson 1, using the roundtable CLL strategy.

Time: 60 minutes

Cooperative language learning strategy: Roundtable

Note: This is an exclusive lesson to reinforce the vocabulary learned in lesson 1. Therefore, the pre-during and after reading stages do not form part of this time.

Process:

Warm-up: This lesson does not include a warm-up.

Class Presentation (15 minutes):

- a. Teacher is going to explain to students they will learn to use the Linoit website to review the vocabulary learned in lesson 1. Then, teacher must present the YouTube video tutorial to students. Finally, students have to pay attention and make notes if necessary. **Note:** if the lesson is in the normal modality, it is necessary to use the lab because the principal activity will depend on it.
- b. Teacher must assign one word to each student based on lesson 1. **Note:** if there is not enough words, teacher will go over the four texts from lesson 1 to find out new words.
- c. Teacher is going to answer possible questions from students about the program if necessary.

Controlled Activities (25 minutes):

Roundtable

- a. Teacher will give 5 minutes to students to go over their notes to find the definition for the word assigned.
- b. Students have to get access to work on Linoit using the same code or link. Also, the whole class will work as one group.
- c. Once all the students joined, one by one (teacher can use the assistance list), they are going to write the definition of the word and two sentences using that word on Linoit's board. **Roundtable** takes place because students will write their definitions in one online paper and they are going to take turns to do it. Finally, students can make notes if necessary.
- d. Once all the students finished, teacher will briefly explain all the words again. Finally, teacher must check the students' notes to confirm everybody has the information.

Evaluation: This is just a review.

Important (20 minutes): Once the vocabulary review finished, students will watch a 20 minutes video that explains the Red Dead Redemption 2's story mode. This video is going to help them to have a better idea of the whole story. Finally, students must make notes of names, relevant moments, and pay attention to how the story ends. **Note:** this extra activity will be crucial for the next lesson.

Homework: Students will watch the same video one more time at home. Also, they can watch new videos related to understand the story. However, teacher **must not** say to students that they will create an alternative ending for the game during the next class.

Materials:

1. Linoit platform: <https://en.linoit.com>
How to use it? Click here: <https://www.youtube.com/watch?v=GP34QvdKUqA>
2. Lab, notebooks and pens (normal modality).
3. Video about RDR 2's story mode: <https://www.youtube.com/watch?v=hSrfeSMC3p8>
4. Computers and smartphones (online modality).

LINOIT!



This is how Linoit looks like and the extra possibilities that students can include.



Retrieved from: Pinterest (n.d.)

Lesson 4 – Alternative ending for Red Dead Redemption II

Objective: By the end of the lesson, students will be able to create an alternative ending for the RDR 2's story mode, using the pair work and discussion CLL strategies to design a Canva presentation.

Time: 60 minutes

Cooperative language learning strategies: Pair work and discussion.

Process:

Warm-up: This lesson does not include a warm-up.

Class Presentation (10 minutes):

- a. Teacher will explain that students must work in pairs to create an alternative ending for Red Dead Redemption II's story.
- b. Teacher must emphasize that students will do a Canva presentation, in which both students must include images and short phrases to describe the alternative ending. **Note:** it is necessary to use the lab to do this activity.
- c. Also, students can obtain RDR 2 images from the official website. The link is in the materials' section.
- d. Teacher is going to present a video that explains how to use the Canva website. **Note:** if the lesson is online, students can use WhatsApp to discuss.

Controlled Activities (50 minutes):

Pair work and discussion

- a. Teacher will form pairs considering students with different academic levels (heterogeneous membership). Then, students must use only one computer to work together. Also, students will take turns to be the leader, which will control the time available and possible disruptions from other classmates to steal ideas.
- b. Students have to discuss to decide an alternative ending that will connect with the real story. Meanwhile, teacher must monitor that each pair does not have the same ideas.
- c. Both students have to provide ideas and use the computer to design the Canva presentation.
- d. Finally, students can ask questions to the teacher about words to help them to express their ideas.

Note: there could be the possibility that students will need more time to complete the activity. Therefore, students can finish the task during the next class and send the link with the presentation to the teacher. It is important to consider that all the endings must be different. Finally, the grade must be based on the presentation's quality and sense of the new ending with the real story.

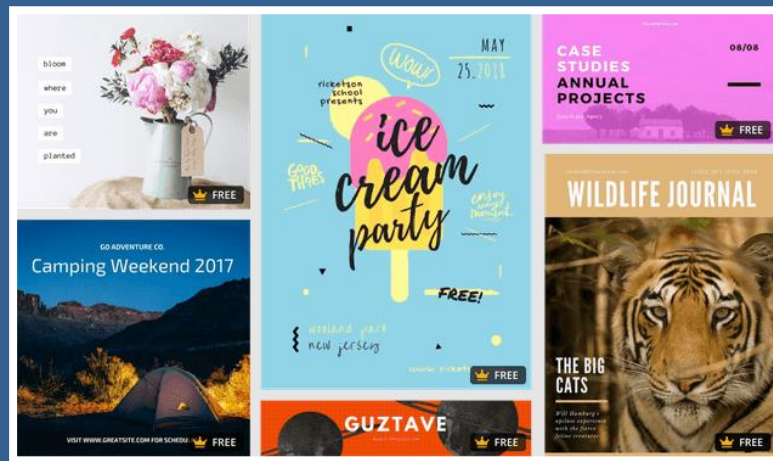
Materials:

1. Canva website : https://www.canva.com/es_419/login/?shouldClearGotAutoSelect
How to use it? Click here: <https://www.youtube.com/watch?v=zJSgUx5K6V0>
2. Link to obtain RDR 2 images: <https://www.rockstargames.com/reddeadredemption2/screens>
3. Lab (normal modality).
4. Computers and WhatsApp (online modality).

CANVA!



Canva's templates:



Retrieved from: <https://canva.com>

Unit 3. Sports

UNIT 3

SPORTS



Unit objective:

To reinforce the English as a foreign language reading comprehension skills by reading about sports.

Contents:

- Tokyo Olympic games
- Olympic games timeline
- Vocabulary review
- Collage

Lesson 1 – Tokyo Olympic games

Objective: By the end of the lesson, students will be able to identify specific details of an L2 text about Tokyo Olympic games, using the Jigsaw, discussion, and pair work CLL strategies to fill out a worksheet as evaluation.

Time: 60 minutes.

Cooperative language learning strategies: Jigsaw, discussion, and pair work.

Process:

Warm-up (5 minutes): Miming: Teacher will mimic the actions of five sports. Then, students have to take turns to participate and guess the name for each sport.

PRE-READING (15 minutes):

Pair work

- a. Teacher will ask open questions to students about previous Olympic games to activate their prior knowledge (page 75). Also, students have the possibility to share own thoughts and expectations about the topic.
- b. Teacher is going to introduce new vocabulary related to Olympic games. To make this possible, teacher will draw on the board to interpret the definitions for each word included in the vocabulary. Also, students must form pairs to guess and link the drawing with the right word and definition (students need to have the vocabulary paper). Finally, students have to draw what they see on the board next to each word. The vocabulary paper gives space among all the words for the students to draw.

Note: if the lesson is online, teacher can use Nearpod's board.

WHILE-READING (20 minutes):

Jigsaw and discussion

- a. Teacher is going to form three groups of students. Then, teacher must provide to each group member one different text about Olympic games (check pages 77, 78, and 79). After that, individually, students will read by themselves their information two times
- b. Then, students must form new groups (Jigsaw) with the ones who have the same information to discuss and identify specific details about the information and fill possible gaps. Specific details are referred to names of athletes, sports, countries, dates, etc. Also, in only one piece of paper, all the group members will make a table including that information.
- c. Students have to return to the original groups to explain their information to the other team members that have different information. Also, teacher can intervene in each group to fill possible gaps.
- d. Finally, all the group members will make one new table with all of the information explained by them. **Note:** if the lesson is online, students can work using breakrooms on Zoom to discuss and WhatsApp to write the specific facts.

AFTER-READING (5 minutes):

Discussion

- a. In the same groups, students have to discuss to make inferences if the information is clear for all the members.

Evaluation (15 minutes):

- a. Individually, students will complete a chart where they must write at least three facts for the four categories presented. **Note:** if the lesson is online, consider reading the variation on page 80.

Materials:

1. Notebooks, pens, and printed papers for the evaluation (normal modality).
2. WhatsApp, Zoom, and Nearpod (online modality).

General questions



1.- Teacher will ask general questions to students based on previous Olympic games. As a result, students can activate their previous knowledge related to this topic.

Which countries have prepared Olympic games?

How often do Olympic games take place?

Which are the countries that usually bring more athletes?

Which countries have won gold medals?

Which are the most famous athletes?

Are there any Ecuadorian athletes that won gold medals?

VOCABULARY!



Host: an organization or country that prepares an event.

Spend: to use cash to buy.

Build: to make something.

Improve: to get better in something.

Winner: someone who ends in first place in a competition.

Schedule: to plan an event.

Near: short distance.

Sailing: the activity of using a boat in the sea.

Wrestling: a sport where two people fight.

Citizen: a person who lives in a town.

Donate: to give something to another person who needs help.

Medal: a piece of metal given to people who end in the first places.

TOKYO OLYMPIC GAMES



Olympic Games in Tokyo 2020

Student 1

Around 200 countries are going to participate in the next Olympic Games in Tokyo 2020. Japan is the country that will receive 11.000 athletes from July 24 to August 9 this year. Every four years, different countries are the hosts of these games. They spent millions of dollars building new stadiums and improving the ones they have for these games. It is the second time Japan receives athletes from different countries, and the first time was in 1964. Tokyo was the selected city in 2013 to do these Olympic games, but other cities like Madrid and Istanbul were in the plans. The Olympic Games were scheduled for 2020, but because of the COVID-19 pandemic, they moved for 2021. People who organize this event use 2020 because this is the original date (Jetex, s.f.).



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)

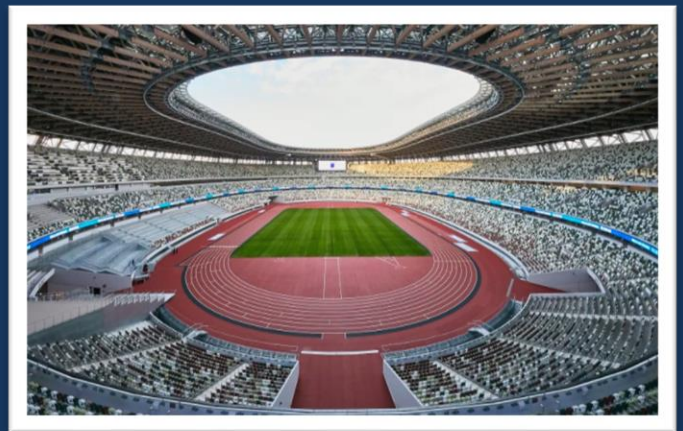
Olympic Games in Tokyo 2020

Student 2

This event will have 33 different sports in 40 stadiums in Tokyo and two areas near the city. These are some of the sports that will part: aquatics (including diving, swimming, artistic, water polo), baseball, basketball, boxing, football, golf, judo, karate, sailing, shooting, surfing, taekwondo, tennis, triathlon, volleyball, wrestling, skateboarding, cycling, and athletics. The principal ceremonies will be at New National Stadium, where 68,000 people can be part. The medals given to the first, second, and third places in the different sports are made of recycled devices containing gold, silver, and bronze. Other countries did the same things in previous years, but this is the first time that citizens donate their old smartphones to produce the medals (Jetex, s.f.).



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)

Olympic Games in Tokyo 2020

Student 3

Japan is one of the most technological countries in the world. This country wants to show the new things they created in the Olympic games. Robots will welcome the athletes to the stadium and interact with the tourists in the ceremonies. Many Ecuadorian athletes are going to participate in these Olympic games. One of them is Richard Carapaz that participated in Europe in 2020. There are other Ecuadorian athletes that will represent Ecuador: Glenda Morejón, Andrés Chocho and Alex Quiñonez for athletics. Also, Jefferson Cepeda and Jonathan Caicedo for cycling. Diana Durango and Marina Pérez for shooting. Finally, Vanessa Chalá for judo. To conclude, the future Olympic games are ready. Paris will be the host in 2024 and Los Angeles in 2028 (Guerrero, 2021).



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)

EVALUATION!

Let's see what students understood about Tokyo Olympic games!



Evaluation

Name:

Date:

Class:

Grade

1.- Complete the chart with at least three details for each category considering the information read.

TOKYO OLYMPIC GAMES 2020			
SPECIFIC DATES	SPORTS INCLUDED	NAMES OF ECUADORIAN ATHLETES	INTERESTING FACTS ABOUT THE OLYMPIC GAMES
.....
.....
.....
.....
.....

Important: During online lessons, students might copy the information and complete the chart without effort. For this case, this activity can be oral, in which each student will give two facts for each category. The evaluation must be applied between the teacher and one student. Meanwhile, the rest of the students must leave the session. Also, the student have to turn on his/her camera. It provides the possibility to control the student's actions. Once one student finished, a new one will join and do the same process. Finally, each student may need from 3 to 4 minutes.

Lesson 2 – Olympic games timeline

Objective: By the end of the lesson, students will be able to identify specific details of an L2 text about three Olympic games from the past, using the three-step interview CLL strategy to create a timeline or do an oral evaluation.

Time: 60 minutes

Cooperative language learning strategy: three-step interview.

Process:

Warm-up (5 minutes): Guessing the missing letters: Teacher will write on the board incomplete words about sports. Students have to guess the missing letters to complete the words.

PRE-READING (5 minutes):

- a. Teacher will ask to students names of Ecuadorian or international athletes and types of sports that are part of the Olympic games. The main purpose is to activate the students' prior knowledge.
- b. This lesson does not contain a vocabulary introduction because at this point of the guide, students have notes of previous lessons. Many of those words are present in the upcoming text. However, teacher can help to students with words they did not copy or remember at all.

WHILE-READING (20 minutes):

Three-step interview

- a. Teacher is going to form pairs to start reading the information. However, students will read the information two times by themselves. Then, students must apply the *three-step interview*, in which one student will start interviewing to the other to collect specific details about the text read. Next, students have to switch roles and do the same process. The specific details are referred to names of countries, cities, sports, names of popular athletes, etc.
- b. Students will do a table to include the facts discussed. **Note:** if the lesson is online, students can use WhatsApp to discuss.
- c. Teacher has to present a video about Jefferson Pérez in Atlanta Olympic Games in 1996. Meanwhile, students will make notes of the most important facts. Finally, three students must participate in front of the class to emphasize relevant facts of the video. **Note:** if the lesson is in the normal modality, speakers, projector and computer are required.

AFTER-READING (5 minutes):

- a. In the same pairs, students are going to make inferences to confirm that all the specific details were understood and included in the table.

Evaluation (25 minutes):

- a. Check page 84 for more information.

Materials:

1. Jefferson Pérez video: <https://www.youtube.com/watch?v=OypKo-3XftQ>
2. Projector, computer, speakers, notebook, and pens (normal modality).
3. Papers, rules, markers, and colors (evaluation part).
4. WhatsApp, Zoom and Teams (online modality).

OLYMPIC GAMES TIMELINE



OLYMPIC GAMES IN BEIJING, LONDON AND RIO DE JANEIRO

Beijing 2008

The capital city of China, Beijing, had the opportunity to organize the Olympic games in 2008. Around 90.000 people attended the Bird's Nest Stadium opening ceremony, and 10,500 athletes from 204 countries in the world participated in these games. This event started on August 8, and China spent 40 billion dollars to be ready for these Olympic Games. New stadiums were built, and the old ones were improved. USA, China, and Russia were the countries that won many medals in the different sports. The first place goes for the United States with 110 medals. The swimmer Michael Phelps won 8 gold medals, and he was the athlete that won more medals than any other participant. China has second place with 100 medals in total, and the third-place goes for Russia that won 72 medals. Finally, these Olympic games had 28 different sports (Paralympic, 2018).



Retrieved from: Pinterest (n.d.)

London 2012

In 2012, London had the opportunity to develop the Olympic Games. It was the third time that this city received athletes from other countries. The previous years were 1908 and 1948. This city was selected in 2005, giving England authorities the necessary time to build new stadiums. Around 204 countries participated this time. A similar number of countries in Beijing in 2008, but more than 10,500 athletes attended. These Olympic games offered more sports than Beijing, with a total of 36. One important aspect is that these Olympic games had at least one female participant for each country. Women participated in 26 different sports. As a result, these were the first equal games compared to previous Olympic games. Michael Phelps and Usain Bolt were the athletes that caught the attention in this time because of the success they had (Augustyn, s.f.).



Retrieved from: Pinterest (n.d.)

Rio de Janeiro 2016

The next host for the Olympic games was Rio de Janeiro in Brazil. It happened from August 5th to 21st of the same month in 2016. It was the first time that South America planned the Olympic Games, but other cities like Chicago, Madrid, and Tokyo were in the plans. In this time, 205 countries participated in the event with 11,000 athletes. Rio de Janeiro offered 42 sports, a higher number compared to Beijing and London. The new sports were golf and rugby. Michael Phelps and Usain Bolt won gold medals this time, like in London 2012. Also, the Brazilian men's football team won the first Olympic gold medals for Brazil. The United States won first place with 121 medals, followed by China with 70 medals, and in third-place England with 67 medals (Augustyn, s.f.).



Retrieved from: Pinterest (n.d.)

Let's see what students remember about the Olympic games!



EVALUATION!

Evaluation

1.- In pairs, students have to design a timeline about the three Olympic games. It has to include at least 3 important facts about each one. This activity can be done if students are attending to normal classes. Otherwise, if the class is online, please move to point 2.

Consider the following aspects for the students' timeline grade:

- ✓ Students have to divide the timeline in three parts. 1 point
- ✓ Students have to write the name and the year about each Olympic game. 2 points
- ✓ Students have to write three important facts for each Olympic game. 5 points
- ✓ Students cannot use their notes because they are working in pairs. 2 points

2.- If the lesson will be developed online, it is necessary to apply an oral evaluation where students (in pairs) have to answer four true or false questions.

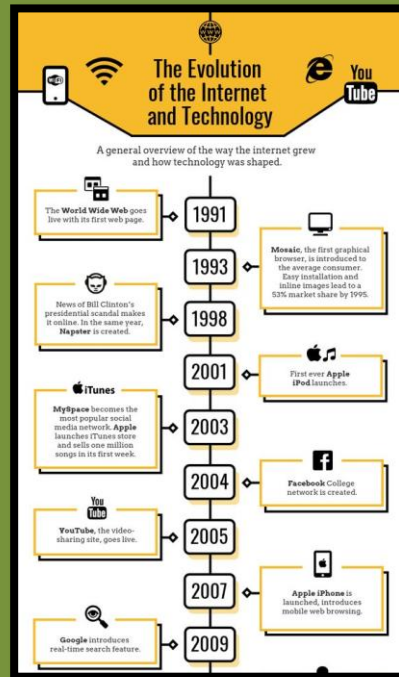
Consider the following aspects for the students' oral evaluation:

- ✓ Both students have to participate.
- ✓ Students cannot use their notes.
- ✓ Different questions have to be selected.
- ✓ Once one pair finished, they immediately leave and a new pair joins.
- ✓ The grade will be based on the correct answers (2.5 points each one).
- ✓ Ask students to turn on their cameras.

3.- Go to the next page to find out questions for the oral evaluation and a timeline model.

Note: the application of both activities can require more time than expected. Therefore, in the case of the timeline, students will mention only two Olympic games. On the other hand, the questions already included in this guide will be for 50% of the class. For the next class, teacher must bring new questions (own creation and based on the same information already read) to continue evaluating the remaining pairs.

Timeline example:



Retrieved from: Pinterest (n.d.)

True and false questions and answers:

- 1.- Was Michael Phelps and important athlete in Beijing 2008? **True**
- 2.- Was London the host of the Olympic Games in 2012? **True**
- 3.- Was Russia the country that ended in first place in Rio de Janeiro 2016? **False**
- 4.- Was Madrid host of any Olympic Games? **False**
- 5.- Was 2012 the year when Tokyo did the Olympic Games? **False**
- 6.- Was the United States the country that ended in first place in Rio de Janeiro 2016? **True**
- 7.- Did Usain Bolt win any gold medals in London 2012? **True**
- 8.- Was Beijing one of the cities that developed the Olympic Games? **True**
- 9.- Does Michael Phelps live in the United States? **True**
- 10.- Did Jefferson Perez win a gold medal? **True**
- 11.- Did Rio de Janeiro celebrate the Olympic Games in 2013? **False**
- 12.- Does Usain Bolt live in the United States? **False**
- 13.- Did China end in the first place in Beijing 2008? **False**
- 14.- Did Spain end in third place in London 2012? **False**

Lesson 3 – Vocabulary review

Objective: By the end of the lesson, students will be able to internalize the new vocabulary learned in lesson 1 using the Educandy website.

Time: 60 minutes

Cooperative language learning strategy: No CLL strategy for this lesson.

Note: This is an exclusive lesson to reinforce the vocabulary learned in lesson 1. Therefore, the pre-during and after reading stages do not form part this time.

Process:

Warm-up (5 minutes): Mention as much words as you can: Students have to mention words related to the Olympic games until teacher says stop.

Class Presentation (10 minutes):

- a. Teacher will explain that the class is going to be divided in two parts. The first 35 minutes will be used to review the vocabulary from lesson 1 and the remaining 20 minutes for an explanation about a project for the next class.
- b. Teacher must use projector, computer and speakers to show to students the Educandy game that include the vocabulary recently learned. The materials' section contains a link to the game.
- c. Teacher has to select the Anagrams option to start the game.
- d. Teacher is going to print and give page 87 to each student. **Note:** if the lesson is online, teacher must share it as a PDF file.

Controlled Activities (25 minutes):

- a. Individually, students will participate to reorder the letters they see on the board to form a word. Teacher must reorder and students are going to speak and direct only.
- b. Teacher can choose the two remaining games to keep students engaged in the vocabulary review if necessary.

Evaluation: No evaluation part due to this is only a review.

After the review (20 minutes): Teacher will explain that students must work in groups from three to four people the next class to create a collage. Teacher must form the groups considering the heterogeneous membership. Different stadiums, worldwide famous athletes that won gold medals, sports included, hosts countries and Ecuadorian athletes will be the main topics. Each group is going to be focused on one of these topics. Finally, students have to bring printed images according to the topic assigned, markers, glue, rules and two 100x100 centimeters papers.

Materials:

1. Link to get access to the game: <https://www.educandy.com/site/resource.php?activity-code=a8f52>
2. Computers, projector, speakers and printed paper of page 87 (normal modality).

DEFINITIONS!



Important: Provide to students these definitions to help them to guess the words. Use a PDF file if the class is online. Otherwise, provide them a printed paper if the lesson is normal.

DEFINITIONS

- To use cash to buy.
- Someone who ends in first place in a competition.
- A piece of metal given to people who end in the first places.
- An organization or country that prepares an event.
- To give something to another person who needs help.
- To make something.
- A person who lives in a town.
- A person who practices a sport in a pool.
- Related to woman or women.
- To end in first place of a competition.
- A sport that uses an oval ball.
- To obtain something.
- To achieve something.

EDUCANDY

LET'S PLAY!



This is how the game looks on Educandy.



Retrieved from: <https://www.educandy.com>

Lesson 4 - Collage

Objective: By the end of the lesson, students will be able to remember specific details of L2 texts about Olympic games, using the numbered heads together CLL strategy to present a collage to the class.

Time: 60 minutes.

Cooperative language learning strategy: Numbered heads together.

Process:

Warm-up: This lesson does not include a warm-up due to students need to arrange the classroom to start working.

Important: This activity is planned to be applied in the normal modality. However, if the lesson is online, students can create their collage by working on Genially. This program can help students to work simultaneously and use a variety of resources to create an attractive presentation. Check the materials' section to find out two YouTube videos to learn to use the website.

Class Presentation (5 minutes):

- a. Teacher will tell students to move their seats to one side of the class.
- b. Students have to select one area of the classroom to paste the two 100x100 centimeters papers on the walls.

Controlled Activities (40 minutes):

Numbered heads together

- a. Students must form groups according to the instructions given during lesson 3 to start designing their collages. **Note:** if the lesson is online, students can use WhatsApp to talk.
- b. Students will take turns to be the leader, which has to control that all the students work, time available and organization of the collage.
- c. Teacher is going to tell students that they must write a brief description next to each image.
- d. Then, teacher has to assign numbers from 1 to 4 to each group member and tells that one of them will present the collage to the rest of the class.
- e. Finally, teacher will move around the groups to give them expressions to use during the presentation. **Note:** if the lesson is online, teacher has to give the expressions for all the students at the same time.

Evaluation (15 minutes):

Numbered heads together

- a. Teacher will mention that all the students with number 3 are going to present their product to the rest of the class. **Note:** if the lesson is online, students must turn on their cameras.

Materials:

1. Two 100x100 centimeters papers per group, printed images about each topic, markers, glue, scissors and rules (normal modality).
2. WhatsApp, and Genially (online modality).
How to use Genially? Click here: <https://www.youtube.com/watch?v=2XhixZWkdLU>

LET'S
WORK!

Ideas of how the collage should look like in the two alternatives

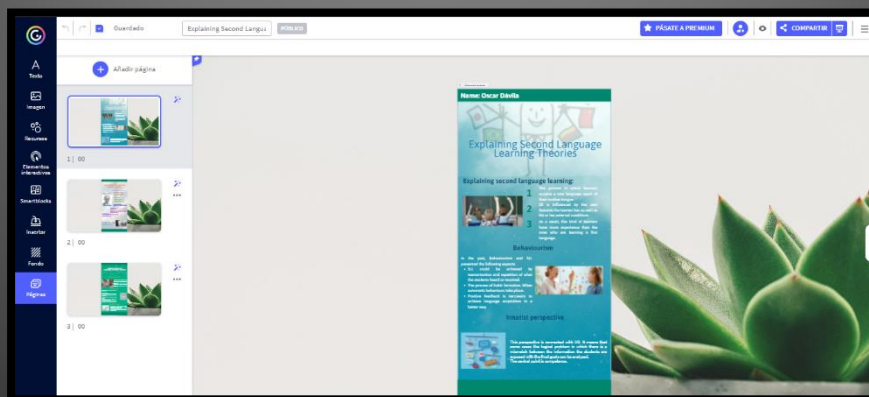


Normal modality:



Retrieved from: Pinterest (n.d.)

Online modality:



Retrieved from: <https://www.genial.ly/>

Unit 4. Mystery

UNIT 4

MYSTERY



Unit objective:

To reinforce the English as a foreign language reading comprehension skills by reading about mystery.

Contents:

- What happened to the MH370 Malaysian Airlines Flight?
- Why do people wake up at 3 a.m.?
- Vocabulary review
- MH370 Malaysian Airlines Flight documentary

Retrieved from: Pinterest (n.d.)

Lesson 1 - What happened to the MH370 Malaysian Airlines Flight?

Objective: By the end of the lesson, students will be able to identify the main idea of an L2 text about the MH370 Malaysian Airlines Flight, using the pair work and discussion CLL strategies to do summary of the event by drawing.

Time: 60 minutes.

Cooperative language learning strategies: Discussion and pair work.

Process:

Warm-up (5 minutes): How many things can you think? Students must think and note down as many things as they can fit in a given definition. Use these questions: are bigger than you are? ...are round? ...you can use to sit on? Finally, at least 3 students will participate to say the answers to the rest of the class.

Note: The lab is required to develop this lesson.

PRE-READING (15 minutes):

- a. Teacher is going to ask questions to students to help them to predict the main topic. Check page 93.
- b. Then, teacher will introduce the vocabulary to students. To make this possible, teacher has to print in one paper, the word, its definition and one image related. Then, teacher must paste all the papers in different parts of the class. Finally, students will stand up from their seats and move around the class. However, they will not copy the same definition for each word. Instead of that, they have to write own definitions and save their notes for lesson 3.

WHILE-READING (25 minutes):

Pair work and discussion

- a. Individually, students will read the information two times. After that, teacher is going to form pairs and both learners will discuss what they understood about the text. **Note:** if the lesson is online, students can use WhatsApp to discuss.
- b. Then, teacher is going to ask to students to look for new images on the internet about the topic. Both students will use one computer in the lab. The idea is that students are going to comprehend the text better by checking extra photos. After that, each pair must discuss one last time to write in their notebooks one final main idea. The principal idea is related to what happened to the plane and the experts' thoughts.
- c. Finally, teacher must monitor to each pair when working in the computers.

AFTER-READING (3 minutes):

- a. Students have to turn off the computer and make inferences to be sure that both students understood the text and more specifically identified the main idea.

Evaluation (12 minutes):

- a. Individually, students are going to draw three images that explain the main idea of the text. This is a graded activity so the drawings must be connected to the original text and have a sequence among them. Consider the following criterion to grade the evaluation: 2,5 points each drawing, considering the presentation and creativity. Finally, 2,5 points the sequence of the drawings. **Note:** if the lesson is online, students can use Nearpod to draw.

Materials:

1. WhatsApp and Nearpod (online modality).
2. Lab (normal modality).
3. Pencils, colors, notebooks and printed papers for the evaluation (normal modality).

Time to read
about mystery!



General questions

Use the following questions to ask students before you facilitate them the text. These questions will help them to *predict* the main topic.

- 1.- Do you think human beings are the only ones in the universe?
- 2.- Have you experienced an unnatural situation?
- 3.- Did you know that airplanes and boats disappeared over the years?
- 4.- What places in the world are famous for being unnatural?

VOCABULARY!



Flight: to travel in a plane.

Disappear: something that leave and it is not possible to see it.

Hear: related to listen.

Expect: to imagine a situation that could happen.

Send: to make someone or something go to another place.

Crash: an accident.

Ocean: a large area composed of water.

Under: below a place.

Join: to be part of a group.

Painful: a situation that makes you feel sad.

Stop: to finish doing an action.

Search: to look for something.

Rescue: to save a person from a dangerous situation.

Kidnapping: a crime where a person is a prisoner.

Pilot: a person that flies an airplane.

Retrieved from: Cambridge Dictionary (n.d.)

What happened to the MH370 Malaysian Airlines Flight in 2014?



Let's read about
a controversial
topic.

In 2014, the MH370 Malaysian Airlines flight traveled from Kuala Lumpur in Malaysia to Beijing in China, but this flight did not finish the route. On March 8, this plane disappeared from the radar over Vietnam. People who worked in the air control of Malaysia were the last people who heard the pilots, but when the plane entered Vietnam's air space, new people had to talk with them. Sadly, they could not hear the pilots. People from the two countries imagined negative things and immediately sent help to find the plane. It was a commercial flight, and it made the situation more serious. One of the most accepted theories was that the plane crashed into the ocean because of a system problem. However, rescue teams did not find parts of the airplane in the area where it disappeared. Rescue teams had the necessary technology to investigate under the water, which was the most probable area to find the plane, but the results were negative. It caught the attention of the rest of the world. As a result, many countries joined to find out the plane (Semana, 2021).



Retrieved from: Pinterest (n.d.)

This situation became painful for the family members of the 238 people who were on the plane. After three years of investigations and efforts to find the airplane, many countries and their rescue teams stopped searching the plane. Malaysia spent 100 million dollars to prepare a special rescue operation in the Indian ocean, but the results were negative. Many other theories appeared to try to explain this mystery. Experts put their eyes on the pilots and some passengers that had fake passports. People thought this was a kidnapping from the pilots or some of the passengers. Finally, some people found parts of the MH370 flight in different countries years later. It continues as a mystery because experts do not justify what really happened with the MH370 Malaysian Airlines flight in 2014 (Semana, 2021).



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)

EVALUATION!

Time to evaluate!



EVALUATION

Name:

Class:

Date:

Grade

1.- Draw three images that explain the main idea of the topic. The three drawings must have sequence and creativity. At the end, number them from 1 to 3 to show the order.

Lesson 2 - Why do people wake up at 3 a.m.?

Objective: By the end of the lesson, students will be able to identify specific details of an L2 text about the reasons why people wake up at a specific hour, using the solve-pair-share CLL strategy to fill out a worksheet as evaluation.

Time: 60 minutes.

Cooperative language learning strategy: Solve-pair-share.

Warm-up (5 minutes): Sentence starters: Teacher will write on the board "Being young is..." and ask students to think about what ideas could be added.

Process:

PRE-READING (10 minutes):

- a. Teacher is going to ask to students the following question: Why do you think people wake up at 3 a.m.? Then, teacher will show four images, which are going to be put on the board. After that, students are going to have 2 minutes to analyze them and choose one. Finally, a short discussion has to take place to identify the possible reason. This is crucial to help them to predict the main topic.
- b. Teacher must introduce the new vocabulary from page 100, following the same process as in the previous lesson. All the words and own definitions are going to be crucial for lesson 3.

WHILE-READING (30 minutes):

Solve-pair-share

- a. Individually, students are going to read the text two times. Then, teacher will form pairs, in which students have to give their impressions about the topic. **Note:** if the lesson is online, students can use WhatsApp to discuss.
- b. The text contains a few solutions to help people who wake up at 3 a.m. However, in the same pairs, students have to look for extra solutions for that problem. First, each member will think about own solutions. Second, both learners are going to discuss among them to choose the best ones, which must be realistic. Finally, each pair will share with the rest of the class their findings before the evaluation.
- c. To conclude, students have to make a table to identify and write the specific facts of the text. That information is related to causes, thoughts from different people and solutions.

AFTER-READING (5 minutes):

- a. In the same pairs, students are going to make inferences to be sure that each student remember the specific details.

Evaluation (10 minutes):

- a. Individually, students have to fill out a true and false evaluation. **Note:** if the lesson is online, Quizziz or Google Forms are good options to evaluate.

Materials:

1. Board, markers, notebooks, pens, and printed papers for the evaluation and vocabulary (normal modality).
2. WhatsApp, Google Forms and Quizziz (online modality).

PRE-READING



Teacher must show to students the following images. After that, students have a couple minutes to analyze the images and select one which justifies why people wake up at 3 a.m.



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)

VOCABULARY!



Suddenly: a situation not expected.

Wake up: to finish sleeping.

Reason: the cause of a problem.

Entity: related to an unnatural energy.

Anxiety: feeling worried for future events.

Period: related to a moment in time.

Focus: to pay attention or emphasis.

Smoke: using a cigarette.

Wine: an alcoholic made by grapes.

Quality: how good or bad a thing is.

Habit: something a person often does.

Meter: related to a specific distance.

Inappropriate: not correct.

Retrieved from: Cambridge Dictionary (n.d.)

Why do people wake up at 3 a.m. for no reason?



Many people experience different things when they are sleeping. Various theories try to explain the principal reason behind this situation. People usually wake up at 3 a.m., and fans of unnatural things think that human beings are observed from good or bad entities in that hour. They consider that 3 a.m. is not a good hour. Others believe that sleeping routines and the number of hours that people sleep are important. It is related to the person's lifestyle during the day, and anxiety affects people. Perlis at Pennsylvania University in the United States explains that adults wake up around 15 times every night. He also says that it is difficult to return to sleep when adults wake up at that hour (Darling, 2021).



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)

The principal reason why people wake up at 3 a.m. goes back to the industrial revolution in North America and Europe in the past. People had two sleeping periods in that time because the electric system allowed people to do more things at night. Other people think that if people wake up at 3 a.m., this hour appropriately organizes thoughts and enjoys the fresh air and the silence. This last belief has a relation to religion (Darling, 2021).

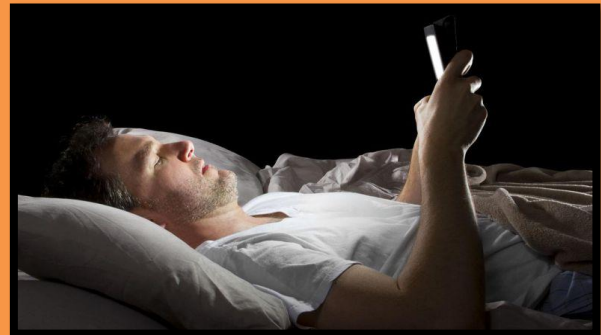


Retrieved from: Pinterest (n.d.)

Another important reason why people wake up at 3 a.m. is connected with the food, drinks, and habits people have. Food like ice cream, coffee, alcohol, smoking, wine, or if you eat more than usual can affect sleeping quality. Finally, one last cause is related to the use of smartphones for 3 hours before sleeping. People who have this habit can experience problems sleeping. It is essential to put all kinds of devices at least 2 meters away from your bed or another bedroom. In conclusion, the reasons why people wake up at 3 a.m. are more related to habits like the use of devices, eating inappropriate food, and anxiety (Palmero, 2019).



Retrieved from: Pinterest (n.d.)



Retrieved from: Pinterest (n.d.)

EVALUATION!



Evaluation

Name:

Class:

Date:

Grade

Circle the correct answer considering T (true) and F (false) according to the information read.

1.- Are unnatural experiences the principal cause of waking up at 3 a.m.?	T	F
2.- Do adults wake up at least 2 times at night?	T	F
3.- Is it difficult for adults to return to sleep?	T	F
4.- Are the number of hours that people spend to sleep important?	T	F
5.- Is the industrial revolution one of the causes of the problem?	T	F
6.- Anxiety is not a cause for waking up at 3 a.m.	T	F
7.- Are smartphones a good solution to sleep better?	T	F
8.- Do religious people think waking up at 3 a.m. is positive?	T	F
9.- Does food affect people before going to sleep?	T	F
10.- Is it recommendable to put the cellphones next to you while sleeping?	T	F

Answers: 1F 2F 3T 4T 5T 6F 7F 8T 9T 10F

Lesson 3 – Vocabulary review

Objective: By the end of the lesson, students will be able to internalize the vocabulary from lessons 1 and 2, creating a presentation on Voki.

Time: 60 minutes.

Cooperative language learning strategies: Individual work.

Note: This is an exclusive lesson to reinforce the vocabulary learned in lessons 1 and 2. Therefore, the pre-during and after reading stages do not form part this time.

Process:

Warm-up (5minutes): Word chain: One student will start saying one of the words previously learned. Next, another student must say another word that must start with the last letter of the previous one. At least five students have to participate.

Class Presentation (15 minutes):

- a. Teacher will ask to students to go to the board one by one to write all the words learned in lessons 1 and 2. Also, each student has to write his/her own definition for one word. **Note:** if the lesson is online, students can use Linoit to do this activity.
- b. Then, teacher is going to assign to each student one or two words of the list.
- c. Finally, teacher will explain to students how to use Voki. To make this possible, it is necessary to watch the video from the materials' section. **Note:** if the lesson is in the normal modality, it is necessary to use the lab for the rest of the lesson.

Controlled Activities (35 minutes):

- a. Students are going to access to Voki. Meanwhile, teacher must explain that students will write a new and personal definition for the words assigned. Apart of the definition, students have to include three sentences per word.
- b. Teacher is going to assign to each student from 2 to 3 words from the vocabulary they wrote on the board.
- c. Teacher will tell to students that the notes made during the two previous lessons are going to influence the final grade in each student. Then teacher must monitor the students' work and clarify possible doubts.
- d. Students must use the box option on Voki to do the activity.
- e. Finally, students have to send the link with the task to the teacher's email.

Evaluation (10 minutes):

- a. Teacher will present to students three tasks.
- b. Consider the following criterion to evaluate the students' work: creativity 3 points, grammar 2 points, originality (own definitions) 2,5 points, and students' notes from the 2 lessons, 2,5 points.
- c. Check page 105 to see one example of how students must present their work.

Materials:

1. Lab (normal modality).
2. Linoit (online modality).
3. Voki website. Click on the links below to understand how the program works.
Link to get access to the website: <https://www.voki.com/>
Link for English teachers: <https://www.youtube.com/watch?v=zNeWgXhUNyo>
Link for students: <https://www.youtube.com/watch?v=GfhdxB7SGCI>

VOKI!



The following link shows one example of how students have to present their task at the end of the class:

<https://tinyurl.com/yjsu9wuo>

Lesson 4 - MH370 Malaysian Airlines Flight documentary

Objective: By the end of the lesson, students will be able to comprehend in more detail the MH370 Malaysian Airlines Flight topic by watching a documentary.

Cooperative language learning strategy: No CLL strategy for this lesson.

Time: 40 minutes.

Process:

Note: if the lesson is in the normal modality, it is necessary to use the lab.

Warm up: This lesson does not include a warm up.

Class Presentation (5 minutes):

- a. Teacher will tell students that they are going to watch a documentary about the MH370 Malaysia Airlines Flight to have a better perception of it.
- b. Teacher must tell students that they do not have to make notes.

Controlled Activities (35 minutes):

- a. Teacher is going to show the video to students.
- b. It is necessary to monitor students in both cases (normal and online modality), to make them pay attention to the documentary. To make this possible, students could put their devices and other materials in their bags and put them in front of the lab. Also, students must not turn on their computers. Finally, teacher must be standing where he/she can see all the computers' screens (normal modality). **Note:** if the lesson is online, all the students will turn on their cameras.

Evaluation:

No evaluation part.

Materials:

1. Lab (normal modality).
2. Computers and smartphones (online modality).
3. Documentary link: <https://www.youtube.com/watch?v=kd2KEHvK-q8>

I am sure this guide will help you to work properly and reinforce the English reading comprehension skills in Junior students.

Thank you!



4.5 Impacts

This undergraduate work requires the analysis of three impacts.

- ✓ Linguistic impact
- ✓ Academic impact
- ✓ Affective impact

Also, it is necessary to present the numerical impact levels.

Table 5

Numerical impact levels

-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impact
1 Low positive impact
2 Medium positive impact
3 High positive impact

Taken from: Posso (2013)

Finally, it is essential to mention the formula to gather the final result.

$$IL \text{ (Impact level)} = \frac{\sum (15)}{5} = 3$$

\sum = The results of each indicator are added.

5 = Number of indicators included in the table.

4.5.1 Linguistic impact

Table 6

Linguistic impact indicators

Indicator	Impact levels							
	-3	-2	-1	0	1	2	3	
a) Identifying the main idea of an L2 text about technology.								X
b) Describing an L2 videogame.						X		
c) Gathering specific information of an L2 text about sports.								X
d) Identifying the principal causes of a problem in an L2 mystery text.								X
e) Using new L2 vocabulary about technology, videogames, sports, and mystery.								X
Total								14
Author: Oscar Dávila								Σ 14

14

Linguistic impact level: $\frac{14}{5} = 2,8 / 3$

5

Linguistic impact level: Medium positive impact

Analysis

It is possible to observe that almost all of the indicators are located at the highest level, leading to a medium positive impact.

Regarding identifying the main idea of an L2 text about technology, it was possible to observe a high positive impact. This activity became part of the proposal socialization. It contained an appropriate vocabulary for students to comprehend the main idea. Also, it was composed of a suitable extension of information based on the time available.

A medium positive impact in describing an L2 videogame is evident. Apart from the text, the activity contains other visual resources that give learners a better perspective of the game. However, students need more time to understand the whole story and have a clear idea of it and the characters. The reason is that students will create an alternative story ending at the end of the unit.

A high positive impact is visible in gathering specific information of an L2 text about sports because the information about this topic contains facts about years, sports names, and athletes that students can remember. Also, the Jigsaw CLL strategy will support those students who have similar information to identify all the facts by discussing.

A high positive impact is evident in identifying the principal causes of a problem in an L2 mystery text. The reason is that students will gather data that contains an objective view rather than assumptions or beliefs.

Finally, using new L2 vocabulary about technology, videogames, sports, and mystery will generate a high positive impact in Junior students. All of the new words learned are reviewed again in lesson 3. Finally, learners will do a practical assignment in lesson 4 using the new vocabulary. Each unit follows this pattern.

4.5.2 Academic impact

Table 7

Academic impact indicators

Indicator	Impact levels	-3	-2	-1	0	1	2	3
a) Changing the students' perspectives regarding reading comprehension activities.								X
b) Identifying the main idea in a text.								X
c) Gathering specific information in a text.								X
d) Developing reading comprehension skills.								X
e) Encouraging creativity during practical activities after reading comprehension tasks.								X
Total								15

Author: Oscar Dávila

Σ 15

15

Academic impact level: _____ = 3 / 3

5

Academic impact level: High positive impact

Analysis

It is possible to evidence that all the indicators reached the highest level, enabling a high positive impact.

Changing the students' perspectives regarding reading comprehension activities reflects a high positive impact. This guide will let learners be aware that they can accomplish reading comprehension activities from other subjects.

About identifying the main idea in a text, it is possible to expect a high positive impact. Students will know that memorizing all the information or specific details is unnecessary, but they just have to get a general view of the text.

In terms of gathering specific information in a text, a high positive impact is evident. Students will know that covering the entire text is not the principal objective. On the contrary, learners will directly identify the specific details required for the activity.

Developing reading comprehension skills reflects a high positive impact. The main reason is that students can discuss to find out the main ideas and specific information better. In other words, they can give suggestions and explain where the central ideas or specific information are, more specifically, to students with reading comprehension problems.

Finally, a high positive impact is evident regarding encouraging creativity during practical activities after reading comprehension tasks. Students can interpret visually the content comprehended of a text and work interactively. However, learners need to suggest to other teachers to work in this way.

4.5.3 Affective impact

Table 8

Affective impact indicators

Indicator	Impact levels	-3	-2	-1	0	1	2	3
a) Encouraging students' participation.							X	
b) Promoting students' motivation to do reading comprehension activities.								X
c) Enjoying reading comprehension tasks.								X
d) Encouraging cooperation rather than competition.								X
e) Building leadership among students.								X
Total								14
Author: Oscar Dávila								Σ 14

14

Affective impact level: _____ = 2,8 / 3

5

Affective impact level: Medium positive impact

Analysis

Almost all of the indicators are situated at the highest level. As a result, it leads to a medium positive impact.

Regarding encouraging participation from students during the class, it is possible to expect a medium positive impact. The reason is that students will feel more confident to participate if they know that reading comprehension activities are according to their levels. However, encouraging all the students to participate and even more in online classes is a big challenge. Therefore, this process requires patience, commitment, and time from teachers to make those remaining students participate.

A high positive impact is evident in promoting motivation to accomplish reading comprehension activities because when students read the information they are interested in, more effort is the result. After all, learners could learn even new things related to the themes they like. On the other hand, pair work activities make the process more comfortable for the students who have reading comprehension problems.

A high positive impact is visible in enjoying reading comprehension activities because students can work actively with friends and interact with new classmates. In addition, it is related to have a new perspective of these activities from learners.

Encouraging cooperation rather than competition reflects a high positive impact. For example, when students work in pairs or groups, learners will know that every member must be ready if the Numbered Heads Together CLL strategy is part of the activity. In some cases, the grade obtained will be the same for all.

Finally, it is clear to visualize a high positive impact in building leadership among students. Once they are working in pairs or groups, learners will make decisions or direct the team by themselves. On the contrary, the teacher only monitors the groups and asks questions.

CONCLUSIONS

- Cooperative Language Learning principles explain what students can do to reflect cooperation rather than competition.
- English teachers and family members have a crucial role in encouraging learners to read and continue developing English reading comprehension skills.
- Pre, during, and after-reading stages allow students to activate their prior knowledge, make predictions, read the information correctly and make inferences.
- It was essential to characterize the academic and affective factors that affect the development of English reading comprehension skills in Junior students.
- English reading comprehension activities are difficult for more than half of Junior learners.
- Junior students prefer to read the information they like through digital tools, social media, and video games.
- Almost all the learners who were part of the proposal socialization considered the CLL strategy used, reading topic, extension, level of the text, classroom management, and digital tools as appropriate to reinforce their English reading comprehension skills.

RECOMMENDATIONS

- To consider all the CLL principles before applying activities and strategies for English reading comprehension.
- To establish frequent communication between teachers and family members to control the students' development of these skills.
- To continue planning new English reading comprehension activities considering these stages.
- To monitor how students feel and identify further academic limitations for English reading comprehension tasks to provide solutions on time.
- To discuss with students to identify new reading topics, digital tools, and solutions for future activities.
- To adapt L2 reading comprehension activities to the different websites like Nearpod, Voki, Genially, Canva, Book Creator, Linoit, Miro, YouTube, and official video games websites.
- To plan future English reading comprehension activities following a similar pattern and continue looking for new digital tools and CLL strategies.

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ANNEXES

Annex 1. Presentation letter to the institution

 **UNIVERSIDAD TÉCNICA DEL NORTE**
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 043-D
Ibarra, 04 de febrero de 2021

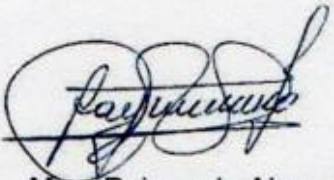
Doctor
Pepe Yandún
RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL PEÑAHERRERA


De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando. Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor Oscar Dávila Eskola, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 1004493845, para que obtenga información y desarrolle el trabajo de grado con el tema "Cooperative Learning Strategies to reinforce English as a Foreign Language Reading Comprehension Skills in Junior Students", en la Unidad Educativa Víctor Manuel Peñaherrera.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


Mgs. Raimundo Alonso López Ayala
DECANO FECYT



Annex 2. Transcription of the interview to the Vice-principal



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



Cooperative Learning Strategies to Reinforce English as a Foreign Language Reading
Comprehension Skills in Junior Students.

Entrevista Vicerrectora MSc. Fernanda Torres

Objetivo: Identificar las diferentes causas, consecuencias y posibles soluciones a los problemas que obstaculizan el desarrollo de las habilidades de comprensión lectora en el idioma inglés en estudiantes del 2do Año de Bachillerato de la Unidad Educativa “Víctor Manuel Peñaherrera”, y como resultado, contribuir al mejoramiento de los procesos de aprendizaje.

Preguntas:

1.- ¿Cuáles han sido las limitaciones académicas que se han percibido en la institución para llevar a cabo actividades de lectura en la clase de lengua extranjera?

Una de las limitaciones para que no se desarrolle la lectura creo que es la falta del material adecuado y creo yo de que ha venido esto desde lo básico no que también al área de inglés pues no se le da mucha importancia, entonces si ha sido un limitante esto y sobre todo no contar con material de lectura, libros, folletos o revistas, que sean dedicados específicamente hacia la educación o temas que de pronto llaman más la atención, pues la institución no cuenta con este material, creo que es eso un limitante.

2.- ¿Cuáles han sido las causas atribuibles a los y las estudiantes del 2do Año de Bachillerato, que derivan en problemas durante actividades de lectura en la clase de lengua extranjera?

Es la falta de costumbre hacia la lectura, vemos que si también si en Lenguaje y Literatura pues no hay esa costumbre también de parte de los estudiantes en el amor a la lectura, ósea leen poquísimo. Hoy mucho se ha dado importancia también al uso del internet, si, busco un tema y como hilo encuentro todo, pues simplemente copia y pega. A veces que es la mayoría de los casos, creo yo que si ha influido muchísimo este aspecto no de que la lectura se lo ha dejado a un lado, y más aún en inglés no porque la mayoría de estudiantes vemos que no tienen mucho apego hacia otro idioma no, y a veces también como decimos, si el español no hablamos correctamente, más aún el inglés no, simplemente creo yo que una de las causas es esto de que solamente es la actividad en inglés pues ciertas palabras, no se da mucha importancia a hacer dialogo y hacia buscar otros medios de información.

3.- ¿Cuáles han sido los efectos en el uso de la lengua extranjera en los y las estudiantes del 2do Año de Bachillerato, a raíz de los problemas indicados en la respuesta anterior?

Un efecto ha sido claramente en las notas, no, se refleja ahí por la falta de interés, la falta de preocupación, en esta asignatura pues se lo refleja claramente en el nivel académico no, sus notas son bajas, no presentan trabajos a tiempo y los compañeros han tenido que estar pues insistiendo y buscando de pronto otras actividades más sencillas con el fin de que las cumplan, porque si ellos no demuestran interés realmente en la asignatura no, ósea le ven difícil, y como claro en la casa también no hay ese aporte, esa motivación no, hacia el idioma, hacia la importancia que debe tener este idioma en definitiva hasta como profesionalmente pues uno le limite el hecho de que no maneje el idioma inglés. Entonces, un efecto que hemos visto internamente es las notas bajas.

4.- ¿Qué estrategias se han implementado con el fin de dar soluciones a este problema en la clase de lengua extranjera?

Si, yo he observado que últimamente los compañeros también están utilizando por ejemplo la tecnología no, poco para motivarles en cuanto a ver películas, también videos musicales. Entonces esto un poco les ha motivado a los chicos, por ejemplo, las canciones que están de moda les ponen a que se aprendan, inclusive algún momento hicieron los compañeros un festival en inglés. Entonces como que eso si les motivó no a los chicos a interesarse un poquito más en esta área no y pretexto de que bueno me gusta esta canción no cierto yo lo canto, yo lo entono y veo que si motivó de igual manera en cuanto a películas no, un poco películas en inglés para que ellos también de esta manera un poquito se aprendan y se motiven no en el lenguaje extranjero.

5.- ¿Qué resultados se han observado a partir de la implementación de las estrategias previamente mencionadas?

Eh bueno yo lo que quisiera de pronto mencionar es que si sería importante también desde el Ministerio que se implementen los laboratorios, un tiempo se diera importancia a los laboratorios. Lamentablemente nuestra institución no cuenta con laboratorio de inglés y creo yo es importantísimo contar con este medio tecnológico, pero lamentablemente la institución no la tiene y solamente contamos con que se yo con el proyector y un computador que no son los elementos necesarios creo yo y como para que un estudiante pueda desarrollarse en el inglés no. Si bien eso los compañeros hacen lo que, aplican sus estrategias, sus metodologías pero no es suficiente no, creo yo que también es la infraestructura, es el contar como decía yo con un buen laboratorio, que esté bien equipado.

6.- ¿Qué características deben reunir las estrategias colaborativas que requieren los y las estudiantes del 2do Año de Bachillerato para desarrollar las habilidades de comprensión lectora en la lengua extranjera?

Claro hoy pues los estudiantes están muy conectados a la tecnología y ellos lo manejan muy bien aunque a veces no adecuadamente. Entonces creo que en verdad como estrategia es el uso de la tecnología y que esté enfocada a la realidad de los estudiantes, ósea a lo que ellos realmente necesitan conocer y que les podría servir en su vida normal no, que es lo que debería ser. También como una estrategia yo le diría en forma general no de que en por ejemplo en las instituciones fiscales se vaya ya no solamente venga a tratar el inglés como asignatura de inglés, sino también involucrarle ya con otras asignaturas, ósea que ya sea más completo como no se Ciencias Naturales, dependiendo de la especialidad de los estudiantes diga usted. Entonces se esa forma también buscar una estrategia o la motivación ósea porque si los estudiantes no están motivados, ósea no le encuentran el sentido a aprender algo, no lo aprenden ósea simplemente no. Entonces creo yo que hay que partir de eso, de que es lo que ellos quieren aprender, no solamente diga usted, como ahora es pues no, viene el currículo hecho a nivel nacional para todo mundo y simplemente nos decían, ya contextualicemos, pero no todo lo podemos contextualizar. Entonces eso resulta un limitante no, un limitante, el que no esté hecho para nuestros estudiantes, ósea veamos primero como una estrategia de la realidad de esos, ósea en que medio social están y para qué les serviría pues no, para que les serviría como decíamos ellos, están en la tecnología, ya nacieron en la tecnología, lo usan pero mejor que cualquier docente no. Entonces creo yo de que buscar cómo ellos se motivan, a través no se dé un video juego de, esa sería una estrategia, ósea buscar que es lo que ellos quieren aprender y cómo no. Entonces lo que más veo yo es claro con el uso de la tecnología, que sea muy activo, muy real para ellos, acorde a su edad no.

Annex 3. Transcription of the interview to the English area Coordinator



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



Cooperative Learning Strategies to Reinforce English as a Foreign Language Reading
Comprehension Skills in Junior Students.

Entrevista Coordinador del área de Inglés MSc. David Villacrés

Objetivo: Identificar las diferentes causas, consecuencias y posibles soluciones a los problemas que obstaculizan el desarrollo de las habilidades de comprensión lectora en el idioma inglés en estudiantes del 2do Año de Bachillerato de la Unidad Educativa “Víctor Manuel Peñaherrera”, y como resultado, contribuir al mejoramiento de los procesos de aprendizaje.

Preguntas

1.- ¿Cuáles han sido las limitaciones académicas que se han percibido en la institución para llevar a cabo actividades de comprensión lectora en la clase de lengua extranjera?

Aquí tenemos algunos puntos que tomar en cuenta, uno de ellos es la falta de recursos impresos para que los estudiantes puedan tener acceso. Dentro de esos recursos impresos los pocos o inexistentes que hay no están graduados en niveles. De tal manera los estudiantes comúnmente reciben textos que están fuera de su nivel porque simplemente el Ministerio de Educación en el libro de inglés pues asume que tiene ciertos conocimientos y pone textos que realmente no están acorde al nivel de los chicos. Eso básicamente ha sido una limitante sumamente alta en cuanto ósea para desarrollar la estrategia de lectura en los chicos no, saber si es muy importante que la lectura obviamente es un proceso un poco complejo y mucho más cuando se trata de comprensión. Es necesario graduar las lecturas y darles a los estudiantes lecturas graduadas que ellos puedan tener y ver más que todo el progreso en entendimiento, entonces una limitante super grande ha sido ese, la falta de textos. Al ser una institución pública no es posible el pedirles textos a los estudiantes, mucho menos una cuota como para área de inglés poder adquirirlos con diferentes grados, pero tampoco hay predisposición por parte de los padres de familia o estudiantes como para adquirir con ellos por cuenta propia los libros. Lo que hacemos los docentes en la institución es básicamente en el área de inglés es buscar los textos así sean digitales, pero que estén con una gran variedad de temas y con variedad de niveles para que ellos puedan tener acceso y que puedan en algo contribuir a su aprendizaje y a su comprensión lectora. Eso es lo que se hacía normalmente cuando no había pandemia. Ahora pues en esta pandemia ha sido muy complejo, de hecho diría yo no se han podido desarrollar las destrezas como nosotros lo hubiésemos querido, por la realidad que todos sabemos, no todos los estudiantes tienen acceso a internet o a una computadora y peor aún la falta de compromiso de los estudiantes como para tener un aprendizaje óptimo ha sido una limitante sumamente grande.

2.- ¿Cuáles han sido las causas atribuibles a los y las estudiantes del 2do Año de Bachillerato, que derivan en problemas durante actividades de comprensión lectora en la clase de lengua extranjera?

Ya, las causas, lo que te decía básicamente, obviamente, se relaciona a la primera pregunta esto no. Al momento en que los docentes intentamos planificar una actividad de comprensión lectora, nosotros como te dije intentamos buscar actividades extras. Nosotros recibimos fichas pedagógicas mandadas por el Ministerio de Educación donde nos sugieren las actividades. Ahora nosotros estamos atados de pies y manos porque como nosotros como área de inglés y como materia de lengua extranjera, tenemos que cumplir con un contenido que ahora se llama proyectos y no estamos con tanto, bueno si tenemos la libertad como para ampliar nuestros conocimientos. Pero también nos dicen que no carguemos a los estudiantes con mucho trabajo y tenemos un tiempo limitado de horas al día para darles clases entonces si son limitantes. Lo que se atribuye, las causas atribuibles a esta baja comprensión lectora en los estudiantes de 2do de Bachillerato básicamente es esa. Yo lo que te digo es, la falta de recursos y lo que supera a esto también es la falta de compromiso de los estudiantes. Hay estudiantes que tienen internet y tienes las facilidades pero simplemente no se conectan y no hacen los trabajos y eso sí es muy lamentable y es una realidad creo que de todos los estudiantes del país. Hay otros que en cambio aprovechan y hacen todo lo mejor que pueden, pero es difícil ahorita definir una causa atribuible, certera a esto.

3.- ¿Cuáles han sido los efectos en el uso de la lengua extranjera en los y las estudiantes del 2do Año de Bachillerato, a raíz de los problemas indicados en la respuesta anterior?

Obviamente los efectos han sido una baja en sus calificaciones, lamentablemente a mi me gustaría darte una respuesta sumamente más amplia porque cuando uno está en las aulas, lo uno que puede identificar como docente, lo efectos serían, lo que comúnmente hubiesen sido los efectos, de pronto desmotivación de los estudiantes, no asistencia a clases o de pronto no presentan tareas porque realmente no comprendió lo anterior, baja de notas. Entonces en clases nosotros podemos identificar muchas cosas pero acá lamentablemente nosotros estamos limitados a una o dos horas a la semana en verles a los chicos, pues los únicos efectos que podemos darnos cuenta son las notas. Entonces las notas son bajas, las tareas las entregan tarde, cuando las entregan tarde a veces las copian entonces es un problema cultural más bien grande.

4.- ¿Qué estrategias o actividades se han implementado con el fin de dar soluciones a este problema en la clase de lengua extranjera?

Nosotros como área de inglés al inicio del año siempre hacemos un plan operativo y siempre conversamos con los compañeros de inglés y llegamos a la conclusión de que la lectura es una destreza que realmente les falta a nuestros chicos entonces lo que hemos hecho siempre como una solución, hemos implementado un plan de lectura, graduado en donde cada docente se encarga de buscar los recursos y si es posible de pronto donaciones para la institución. Nuestra idea siempre fue como área de inglés tener una minibiblioteca en el área de inglés para que esté a disposición de los estudiantes. No solamente es necesario imponer todos los tipos, más bien es necesario tener también disponibles materiales de estudio y de lectura en cómo te digo, lectura por placer a los chicos, eso era antes de la pandemia, entonces esos eran nuestros planes. Te hablo de 2 años porque yo el año anterior no estuve aquí, no estuve en la institución pero yo creo que los planes no han cambiado en el caso de nosotros de volver a la presencialidad, pues necesitaríamos de ley armar o implementar este tipo de cosas que nosotros queremos hacer en beneficio de los chicos.

5.- ¿Qué resultados se han observado a partir de la implementación de las estrategias previamente mencionadas?

Lo que nosotros encontramos como resultados en poco tiempo sí que nosotros implementamos porque con la compañera Irene Guacán y la MSc. Ximena Yandún sí logramos implementar esto. Empezamos nosotros a aplicar las lecturas cortas y lo que notamos fue que si hubo interés por parte de los estudiantes entonces si hubo una respuesta positiva. Al nosotros darles lecturas que estaban acorde a su edad y a su nivel logramos que los chicos se interesen, pregunten e incluso adelanten su trabajo. De inicialmente ser una actividad académica de aula, lo que se lleva esto transformando era en un tipo de lectura de placer que eso es lo ideal no cierto, sería ideal que los chicos busquen contenido en recursos como para que ellos comiencen a leer independientemente. Lo que si notamos, bueno no en su totalidad, pero en su gran mayoría fue su interés y motivación por la lectura. Lamentablemente como te digo, nos falta camino por recorrer y recursos por adquirir como para que este plan que tenemos en el colegio nos dé muchos más frutos.

6.- ¿Qué tipo de actividades de comprensión lectora durante horas de clase son de mayor interés en los y las estudiantes de 2do Año de Bachillerato?

Lo que nosotros hacíamos y está relacionado a lo que tu hacías es cooperative learning. Nosotros lo que siempre intentábamos era mezclar chicos de alto nivel con chicos de bajo o medio nivel, como para que ellos puedan tener ese contacto aparte del profesor, de pronto con una visión un poco más amigable entre ellos siempre fomentando el respeto y nos fue bien ósea al menos en lo que respecta a mis clases cuando yo aplicaba esta estrategia pues daba buenos resultados porque lo primero que poníamos en clase en frente era como regla general el respeto y la ayuda a los demás. En base a estos parámetros veíamos, bueno yo veía que los chicos si aprendían, de paso afianzaban lazos de amistad y si era fructífero.

7.- ¿Qué características deben reunir las estrategias colaborativas que requieren los y las estudiantes del 2do Año de Bachillerato para mejorar las habilidades de comprensión lectora en la lengua extranjera?

Ya, las características básicas para las estrategias colaborativas en aula, lo que te había mencionado es sumamente importante centrar el sentido de aprendizaje global dentro del aula. Lo que yo he siempre manejado con mis estudiantes en colegio incluso con los de universidad lo que hacíamos siempre es primero siempre hacer una conversación y algunas sesiones de sensibilización en cuanto al aprendizaje. Ellos tienen que entender primeramente que su primera lengua es el español y luego es el inglés, de paso al profesor también, su segunda lengua es el inglés. Entonces primero ponerse uno como ejemplo en procesos de aprendizaje que nosotros hemos llevado durante nuestras vidas para nosotros haber llegado a este punto para haber tenido una capacidad de hablar inglés fluidamente. Entonces ellos tienen que entender que en este proceso de aprendizaje el equivocarse es lo mejor que les puede pasar. El saber un poquito más que el otro, no le da superioridad en nada, más bien le da una herramienta como para ser útil en la clase, en esa pequeña comunidad de estudiantes que exista en esa aula. Entonces el proceso de sensibilización para mí es el primer paso y el más importante para aplicar las estrategias colaborativas. Nada sacamos nosotros poniéndoles de buenas a primeras a estudiantes sumamente buenos con estudiantes sumamente bajos, que de pronto va a haber un efecto totalmente contrario con lo que nosotros esperábamos. Primero el estudiante que no estaba con los conocimientos necesarios pues se va a sentir de menos, no va a hablar, no vamos a lograr que hable, no vamos a lograr que participe. Más bien va a salir a relucir los conocimientos del otro. Entonces la sensibilización es importantísimo ósea para mí la sensibilización es lo más importante y es lo que me da resultado durante mucho tiempo. Solo por comentarte, hay dentro de una unidad educativa, siempre hemos tenido los docentes que son los cucos del colegio, los docentes que son los amigos, los docentes que realmente hacen algo por la

institución. Entonces lamentablemente, los que son llamados los cucos del colegio son porque no tienen una relación buena con los estudiantes y tener una relación buena no es tratarles como panas o dejarles pasar los deberes o regalarles notas. Mas bien es llegar a tener un grado de sensibilización y apego con ellos de tal manera que ellos puedan respetar a la autoridad, respetar a sus compañeros y respetarse a sí mismos. Aprovechar todas las oportunidades que tengan, como para que su aprendizaje sea enriquecido de una manera sumamente buena. Esas han sido para mí las características muy importantes y primordiales para aplicar estrategias colaborativas. Después obviamente ya viene como tu puedas agruparlos, dependiendo de la actividad tu agrupas a los estudiantes, dependiendo de la actividad, si es para Speaking hay unos que son buenos, si es para Reading es para otros y así sucesivamente. Informarles el objetivo de cada actividad, no es que si les hago pintar un círculo amarillo es porque el profesor no tiene nada más que hacer y tiene que llenar el tiempo. Lo que es importante para ellos es saber cuál va a ser el beneficio para ellos al realizar cada actividad. Entonces es algo que comúnmente no se hace, pero yo como en mi práctica docente he visto es, me hubiese gustado que me enseñen de esa manera. Entonces yo siempre he pensado de esa manera, entonces digo, si me ponen a hacer esto pues tengo que saber para qué es y en qué me va a beneficiar. Eso es una característica que debe también tomarse en cuenta en esto de las estrategias colaborativas. Entonces ver cómo va a ser el outcome, como va a ser el beneficio de esta actividad. Entonces es otra estrategia sumamente importante para considerar.

Annex 4. Transcription of the interview to MSc. Ximena Yandún



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



Cooperative Learning Strategies to Reinforce English as a Foreign Language Reading
Comprehension Skills in Junior Students.

Entrevista Docentes de Inglés MSc. Ximena Yandún

Objetivo: Identificar las diferentes causas, consecuencias y posibles soluciones a los problemas que obstaculizan el desarrollo de las habilidades de comprensión lectora en el idioma inglés en estudiantes del 2do Año de Bachillerato de la Unidad Educativa “Víctor Manuel Peñaherrera”, y como resultado, contribuir al mejoramiento de los procesos de aprendizaje.

Preguntas

1.- ¿Cuáles han sido las limitaciones académicas que se han percibido en la institución para llevar a cabo actividades de comprensión lectora en la clase de lengua extranjera?

Bueno en nuestra institución, en el Colegio Victor Manuel Peñaherrera la Unidad Educativa si hemos tenido algunas limitaciones como para llegar con más comprensión, en vista de que nosotros no constamos con un laboratorio de inglés adecuado. Nos hace falta audios, y nos hace falta en lo que se refiere a la identificación de sonido o también a imagen porque como usted sabe para un proceso de comprensión lectora no solamente necesitamos leer, muchas veces iniciamos con la visualización que también es parte de la comprensión lectora, eso es lo que nosotros tenemos como dificultad. También la falta de adquisición de material didáctico que no hemos podido conseguir, los libros han sido un poco limitantes y actualmente ya se ha sido reemplazado con la tecnología entonces hemos tenido que utilizar algunos recursos que para los estudiantes algunos forman parte de un limitante.

2.- ¿Cuáles han sido las causas atribuibles a los y las estudiantes del 2do Año de Bachillerato, que derivan en problemas durante actividades de comprensión lectora en la clase de lengua extranjera?

Por ejemplo en el estudio de lengua extranjera en especial ha sido como parte una causa muy influyente la falta de vocabulario, falta de atención, hemos tenido nosotros que hacer en el área de inglés varios mini proyectos para poder motivarles a los estudiantes para la lectura en vista de que como usted y yo sabemos a los estudiantes no les gusta leer, en español, en el idioma materno nuestro no les gusta, les desagrada la actividad, no logran encontrar interés. Entonces por esa razón tenemos que hacer doble esfuerzo, porque debemos de tratar de llamar la atención de los estudiantes para que ellos puedan inmiscuirse en la lectura, tratamos de coger temas afines, tratamos de coger siempre como por ejemplo algo influyente a la juventud, entonces con eso llamamos la atención de los chicos y de esta manera logramos un poco darnos la importancia que los estudiantes deben sobre la lectura y empezar por el vocabulario, porque nos damos cuenta que a ellos al hecho de no entender el segundo idioma pierde la motivación y el interés son las partes más importantes. La desmotivación, la falta de interés, que logran que la lectura se convierta en aburrida y los estudiantes por último conversen en español y hablen de otro tema, menos de la parte de la clase.

3.- ¿Cuáles han sido los efectos en el uso de la lengua extranjera en los y las estudiantes del 2do Año de Bachillerato, a raíz de los problemas indicados en la respuesta anterior?

Los efectos que tienen los estudiantes son frustración, entonces el motivo de que no tengan vocabulario con el cual así la lectura les haya parecido interesante, el hecho de ser el feedback a ser las preguntas sobre el tema y la falta de vocabulario en inglés, los desmotiva, entonces empiezan a no participar, y por último lo dicen en español y lo dejan de tomar en cuenta que la clase era de lengua extranjera o de inglés. Entonces, por lo tanto, ahí es cuanto entre todos forman una cadena y se vuelve a manera de temor, tienen temor, frustración, el miedo que ellos muestran. Hemos tratado nosotros ya le digo como área de intentar de que ellos con el vocabulario o tratar con estos mini proyectos que hemos realizado no, de que ellos se abran, y que ellos traten de dar lo que pueden o tratar de dar dos enlaces o dos oraciones para que ellos se sientan capaces de expresar algo que ya ellos recibieron en su cabecita, pero sin embargo en la mayoría, en especial con estudiantes de la zona rural nosotros no hemos alcanzado todavía en su totalidad de que ellos puedan expresar. De todas maneras, no nos sentimos como área decepcionados, porque sabemos que con alguna cosita llegamos y sabemos de qué ellos también van avanzando poco a poco.

4.- ¿Qué estrategias o actividades se han implementado con el fin de dar soluciones a este problema en la clase de lengua extranjera?

Nosotros solo somos tres, porque la Unidad Educativa es muy pequeña. Los tres compañeros hemos realizado también una actividad que se inmiscuye mucho a la tecnología, que es cómo realizar un libro, o cómo diseñar un libro, entonces se les motivó mucho a los estudiantes en el diseño del libro de la portada, de carátula, de índice, lo más corto posible y lo más sintético para que ellos puedan poner en cada hoja una frase y una imagen en clase. Entonces al final también había mensaje del autor o del escritor, este creo que fue uno de los más impactantes de los mini proyectos que realizamos porque les motivó mucho de formar el libro, de imprimirlo y al final solamente diseñarlo. Entonces cuando ellos lo presentaban, decían, esto hice yo, esto escribí, entonces nosotros le hacíamos el refuerzo y le decíamos qué pusiste aquí. Ellos leían nuevamente lo que habían puesto, algunos con sus errores, otros con sus aciertos, pero lo importante era que en su mente plasmar la idea del libro, plasmar la idea de lectura, en lo que se refiere al Reading Comprehension, porque por ejemplo nosotros consideramos como área lo que no les gusta es una lectura inmensa porque ellos le ven aburrido, ósea ellos nos han dicho que se desmotivan solo de ver la cantidad. Entonces nosotros lo que les hemos dicho es que si nosotros aprendemos a leer con interés, todo lo que vean en cantidad grande se nos vuelve pequeño y eso le digo, el diseño de un libro pero teníamos una aplicación en el internet para que ellos puedan diseñar y considerarse como autores porque al final salía atrás el nombre del autor y todo. Eso nos ayudó, se puede decir en una manera de evaluación nos ayudó muchísimo.

5.- ¿Qué resultados se han observado a partir de la implementación de las estrategias previamente mencionadas?

Esa es una de las cosas que observamos y finalmente fue esa la evaluación final del proyecto de nuestro proyecto y para ellos como manera de evaluación final, entonces no se les fue tan complicado, ni tanto estudio, ni tanto de memoria, sino más bien fue práctico y al ver ya le digo los libros simplemente nos dejaban a los profesores y nos dejaban así en la manera ya presentable. Entonces nosotros como área escogimos obviamente los mejores y los otros también porque si no seguirían sintiéndose desmotivados, pero a los mejores escogimos como a manera de ejemplo, de modelo para los demás.

6.- ¿Qué tipo de actividades de comprensión lectora durante horas de clase son de mayor interés en los y las estudiantes de 2do Año de Bachillerato?

Sí, también eso, como ya le digo, al iniciar el año lectivo siempre hay reuniones de área y nosotros siempre tenemos esto como manera de enfatizar no solamente la comprensión lectora, también tenemos para Listening y para las demás destrezas que necesitamos. En este caso nosotros también hemos para clase no como para proyecto es por ejemplo la implementación de un modelo de lectura, en donde vayamos identificando ideas principales, obviamente que antes tenemos que dar el vocabulario necesario, identificar ideas principales, luego de esto hacer una práctica con estas ideas principales y finalmente que ellos nos puedan leer o los que no un resumen de esto en cada clase. Esta es una forma general que tenemos para dar alguna clase de lectura.

7.- ¿Qué características deben reunir las estrategias colaborativas que requieren los y las estudiantes del 2do Año de Bachillerato para mejorar las habilidades de comprensión lectora en la lengua extranjera?

Yo considero de que las estrategias que más han dado resultado y que deberían implementarse son aquellas que inciten a la motivación y donde tenga mucha creatividad, porque yo considero que el profesor que da lengua extranjera debe de ser una persona realmente muy creativa. Si el estudiante recibe ocho o diez horas en su lengua materna y muchas veces se aburre yo pienso que en lengua extranjera debería ser un aliciente, en donde nosotros deberíamos llegar con otro tipo de estrategia, un nuevo tipo, iniciar tal vez diga usted con una meditación. Muchos de nosotros de los profesores de inglés solamente, no todos porque yo he tenido y he palpado algunos compañeros que se dedican mucho a la vida espiritual, entonces podemos llegar con una manera de meditación donde ellos puedan respirar, salir al aire puro, después regresar, entonces ellos ya cambian de lugar, cambian de ambiente y luego yo presentarles no, eso le digo yo, hay unas instituciones que les favorecen porque pueden presentar en video, en una cámara, pueden presentar, entonces los estudiantes al mirar esto ellos se motivan, por ejemplo, nosotros estuvimos trabajando con estas story, estas historias pequeñas en donde no había nadie que habla, solamente es las imágenes, y para hacer el libro nosotros utilizamos tres o cuatro historias de Pixar pero sin palabras, solo eran movimientos.

Entonces, le dábamos a la imaginación a que ellos escriban cómo querían su historia y que final iban a dar a su historia. Obviamente que al final de cada película o historia si había un final feliz, un final con una enseñanza, entonces eso pienso yo, el inglés o cualquier idioma aprendido debe ser aprendido con otro sentido, con otra forma, con la motivante, con la cómo le doy esta clase, cómo lo hago, cómo trabajo. Les doy esta lectura, ¿les parecerá aburrida? No, tengo que dar una lectura motivante, una lectura que a ellos les agrada y llegar yo creo que, también el estado de ánimo tanto del maestro conecta mucho con los estudiantes. Yo por eso digo que no debe llegar el maestro con montón de material, sino más bien le digo que el maestro ya debe de tener todo creado, pero llega a los estudiantes con una forma muy abierta, mucha confianza, y dar la clase. Entonces inclusive se les baja en lo que se refiere a bulla, a lo que ellos están molestando, ellos molestan solo por el cansancio, ellos no molestan por malcriadez no, sino que están aburridos, están realmente de a esto ya no me gusta, pero le ven al profe de inglés y dicen a ya entonces, esto es otra cosa. Así sea música, así sea lo que usted quiere implementar, si no nosotros al menos vamos a implementar lectura, que si es duro. De las cuatro destrezas, considero que la lectura es un poquito más fuerte. Si nosotros llegamos así de esa manera, y con el vocabulario como usted mismo dice, no tan complejo, no tan a que ellos no lo comprendan, entonces yo pienso que esa es la mejor de las estrategias que se puede utilizar.

Annex 5. Transcription of the interview to MSc. Irene Guacán



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



Cooperative Learning Strategies to Reinforce English as a Foreign Language Reading
Comprehension Skills in Junior Students.

Entrevista Docentes de Inglés MSc. Irene Guacán

Objetivo: Identificar las diferentes causas, consecuencias y posibles soluciones a los problemas que obstaculizan el desarrollo de las habilidades de comprensión lectora en el idioma inglés en estudiantes del 2do Año de Bachillerato de la Unidad Educativa “Víctor Manuel Peñaherrera”, y como resultado, contribuir al mejoramiento de los procesos de aprendizaje.

Preguntas

1.- ¿Cuáles han sido las limitaciones académicas que se han percibido en la institución para llevar a cabo actividades de comprensión lectora en la clase de lengua extranjera?

Puede ser el tiempo, el tiempo de hora clase no, entonces no nos da para poder aplicarles con extensión este tipo de actividades. Entonces se hace poquito, poquito y se pasa, no se aplica mucho.

2.- ¿Cuáles han sido las causas atribuibles a los y las estudiantes del 2do Año de Bachillerato, que derivan en problemas durante actividades de comprensión lectora en la clase de lengua extranjera?

Bueno últimamente ha habido un cambio en las ganas, en la actitud de aprender y sobre todo siempre en el nuevo idioma no quieren, no llevan el material, se les da algún tipo de material, trabajo extra y no lo llevan, entonces esa puede ser. Si es virtual tenemos muy baja presencia de los estudiantes, entonces lo que más se ha tratado de coger algo mínimo y que comprendan la actividad. Prácticamente este año y medio que estamos así, va a haber un bajón de la calidad educativa porque los estudiantes no están trabajando y como usted sabe en inglés ellos cogen el traductor y ya.

3.- ¿Cuáles han sido los efectos en el uso de la lengua extranjera en los y las estudiantes del 2do Año de Bachillerato, a raíz de los problemas indicados en la respuesta anterior?

Los efectos que los estudiantes tienen un bajo nivel de inglés, muy bajo nivel de inglés y también no estarían digamos a nivel competitivo que no se habla todavía no pero al nivel que anteriormente hace unos años que se lograba conseguir ahora ya no se logra conseguir con ellos en este tiempo.

4.- ¿Qué estrategias o actividades se han implementado con el fin de dar soluciones a este problema en la clase de lengua extranjera?

Si, claro, entonces la estrategia que hemos adaptado es a no enviar muchas actividades fuera de horas clase, sino tratar de hacerlo dentro de la hora clase y sobre todo por ejemplo si es algún material de quedarnos nosotros como si fueran niños se quedan ahí en el aula y también hacerles más dinámica, por ejemplo, cada vez, cada año se planifica un proyecto de lectura de Listening o de escritura, se les facilita algún concurso así para tratar de animarles. Y ahora estamos muy superficial, superficiales nomas trabajando.

5.- ¿Qué resultados se han observado a partir de la implementación de las estrategias previamente mencionadas?

Claro, ahí ya se puede evidenciar un poquito más de interés y de incremento en el inglés, un poquito más. Entonces a través de eso ya logramos por lo menos retenerles la atención un poco más y con la atención ellos logran ya el aprendizaje pendiente.

6.- ¿Qué tipo de actividades de comprensión lectora durante horas de clase son de mayor interés en los y las estudiantes de 2do Año de Bachillerato?

A ya, podemos hacer las preguntas y respuestas, también se hace un bosquejo, yo les se hacer un dibujo, un dibujito de lo que interpreta la lectura y en otras ocasiones se les hace unas dramatizaciones si es un cuento, si es para una dramatización, en grupos. Esas actividades pueden ser.

7.- ¿Qué características deben reunir las estrategias colaborativas que requieren los y las estudiantes del 2do Año de Bachillerato para mejorar las habilidades de comprensión lectora en la lengua extranjera?

Yo en este tiempo he estado, he estado aplicando un poquito del, no sé si escuchó usted el “Flipped classroom”, es el aula invertida en el que usted les da unos videos y luego ellos trabajan en clase y solo serían grupos de trabajo y me parece interesante no. Entonces, ya después de este tiempo que ya experimentamos, los estudiantes, la mayoría utiliza el internet, redes sociales y se nos va a hacer un poco difícil volverles a las clases tradicionales que era siéntese y pónganos atención. Entonces yo eso estaba investigando y si debería ser ese no y unirle, enlazarle la actividad tecnológica y en el aula trabajar con refuerzos en grupo. Es prácticamente mejor trabajar en grupo para que ellos mismo vayan reforzando y como que ponen interés no, como saben que ya les va a tocar su trabajo, tienen que presentar entonces se esfuerzan antes que estar sentados y observando a un profesor nomás.

Annex 6. Survey for Junior Students at Victor Manuel Peñaherrera



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



Cooperative Learning Strategies to reinforce English as a Foreign Language Reading Comprehension Skills in Junior Students.

Encuesta a Estudiantes

Objetivo: Identificar las diferentes causas, consecuencias y posibles soluciones a los problemas que obstaculizan el desarrollo de las habilidades de comprensión lectora en el idioma inglés en estudiantes del 2do Año de Bachillerato de la Unidad Educativa “Víctor Manuel Peñaherrera”, y como resultado, contribuir al mejoramiento de los procesos de aprendizaje.

1.- Valore el grado de dificultad que se le presenta a usted al momento de realizar actividades de comprensión lectora en la asignatura de inglés.

1 Muy difícil ☹️	2 Difícil ☹️	3 Neutral 😐	4 Fácil 😊	5 Muy fácil 😊

2.- Para esta pregunta usted encontrará una lista de razones las cuales justifican el grado de dificultad que presentan las actividades de comprensión lectora. Tome como referencia su respuesta de la primera pregunta. Seleccione el grado de aceptación para cada razón.

Nota: Si a usted le resulta las actividades de comprensión lectora en inglés difícil o muy difícil complete solo la primera tabla. Si las actividades son fáciles o muy fáciles complete solo la segunda tabla.

- **Razones por las cuales las actividades de lectura resultan difíciles, muy difíciles o neutrales.**

Razones	1 Muy en desacuerdo	2 En desacuerdo	3 Neutral	4 De acuerdo	5 Muy de acuerdo
1. Existen palabras que no conozco.					
2. Me toma más tiempo del necesario.					
3. Tengo que leer más de una vez la información.					
4. La información que debo leer no es relevante o de mi interés.					
5. No tengo hábitos de lectura.					
6. Me olvido rápidamente de la información que acabé de leer.					
7. No me siento motivado para leer la mayor parte del tiempo.					
8. Me preocupo cuando mis compañeros terminan de leer más rápido que yo.					
9. Me cuesta mucho concentrarme.					

10. El ambiente de la clase no es el apropiado (ruido, falta de claridad, por ejemplo).					
11. Las horas de inglés que recibo no son las suficientes.					
12. Tengo problemas personales con compañeros de clase o con miembros de mi familia.					
13. El material que me proporciona el docente no es el adecuado.					

- Razones por las cuales las actividades de lectura resultan fáciles o muy fáciles.

Razones	1 Muy en desacuerdo	2 En desacuerdo	3 Neutral	4 De acuerdo	5 Muy de acuerdo
1. Uso un amplio vocabulario.					
2. Tengo hábitos de lectura.					
3. No necesito de mucho tiempo para terminar actividades de lectura.					
4. Leer una sola vez es suficiente para mí.					
5. El ambiente externo no me afecta al leer. (sonidos de la clase, falta de claridad, por ejemplo).					
6. Tengo una buena memoria.					
7. No necesito leer todo el texto.					
8. El material que el docente me proporciona es el adecuado.					

3.- Valore el grado de influencia que han tenido las actividades de comprensión lectora en su desempeño académico en la asignatura de lengua extranjera.

1 No es importante	2 Neutral	3 Poco importante	4 Importante	5 Muy importante

4.- Valore su grado de interés en los siguientes medios para actividades de lectura en el idioma inglés.

Medios para lecturas	1 No me gusta nada	2 Ni me gusta, ni no me agrada	3 Me gusta poco	4 Me gusta mucho	5 Me gusta demasiado
1. Libro de la propia asignatura					
2. Revistas					
3. Páginas web					
4. Redes sociales (área de comentarios y publicaciones)					
5. Videojuegos (subtítulos de instrucciones o diálogos)					
6. Series (subtítulos)					

5.- Valore su grado de interés hacia los diferentes temas de lectura en el idioma inglés.

Temas de lectura	1 No me gusta nada	2 Ni me gusta, ni no me agrada	3 Me gusta poco	4 Me gusta mucho	5 Me gusta demasiado
1. Ciencia ficción					
2. Misterio					
3. Reflexión (religioso o filosófico)					
4. Humor					
5. Ciencia					
6. Noticias internacionales y nacionales					
7. Tecnología					
8. Videojuegos					
9. Farándula (celebridades y tendencias)					
10. Deportes					

6.- Valore el grado de importancia respecto a la siguiente lista de actividades que contribuyen a un mejor desarrollo de actividades de comprensión lectora.

Posibles soluciones	1 No es importante	2 Neutral	3 Poco importante	4 Importante	5 Muy importante
1. Lecturas menos extensas. (menos de dos páginas)					
2. Lecturas con un vocabulario comprensible					
3. Lecturas con ilustraciones					
4. Lecturas que abarquen temas de su interés					
5. Lecturas colaborativas en pares					
6. Trabajos en grupos posteriormente a las lecturas					
7. Discusiones con el resto de la clase					
8. Uso de nuevas aplicaciones en línea					

Gracias por su atención

Annex 7. Certificate from Lic. Edwin Pijal as “2do Turismo Tutor”

UNIDAD EDUCATIVA “VÍCTOR MANUEL PEÑAHERRERA”



Ibarra, 15 de abril de 2021

CERTIFICACION

En respuesta a lo solicitado por el Sr. Oscar Dávila, CI: 1004493845 estudiante de la UTN, quien se encuentra desarrollando su tesis de licenciatura, por lo cual aplicó una encuesta a los estudiantes de 2do. Bachillerato Técnico con especialidad Guianza y diseño de Paquetes turísticos de la IE Víctor Manuel Peñaherrera, en mi calidad de tutor del mencionado curso, certifico que aplicó y desarrollaron la encuesta (16) dieciséis de (22) veintidós estudiantes, los (6) seis estudiantes que no la realizaron es porque no tienen conectividad o han desertado del sistema educativo

Atentamente,

Lic.. Edwin Pijal
DOCENTE-TUTOR DE 2do BT
CC. 1001558988
Cel. 0969255171
Correo electrónico pijaledwin@gmail.com

Annex 8. Certificate from Lic. Olga Pinto as “2do BGU Tutor”

Ibarra, 15 de abril del 2021

CERTIFICADO

A petición Verbal del Sr. Oscar Dávila, con CI: 1004493845 estudiante de la Universidad Técnica del Norte, quien se encuentra desarrollando su tesis previa a la obtención del título de licenciado.

Yo, **Olga María Pinto Bejarano**, CI. 1002594172; Docente Tutora de 2do. Bachillerato General Unificado de la Unidad Educativa “V́ctor Manuel Peñaherrera” tengo a bien **CERTIFICAR** que el Sr. Oscar Dávila aplicó la encuesta a veintidós estudiantes (22) de treinta (30) que son los que se encuentra con asistencia de forma virtual y ocho (8) estudiantes que no la realizaron es porque no tienen acceso a internet.

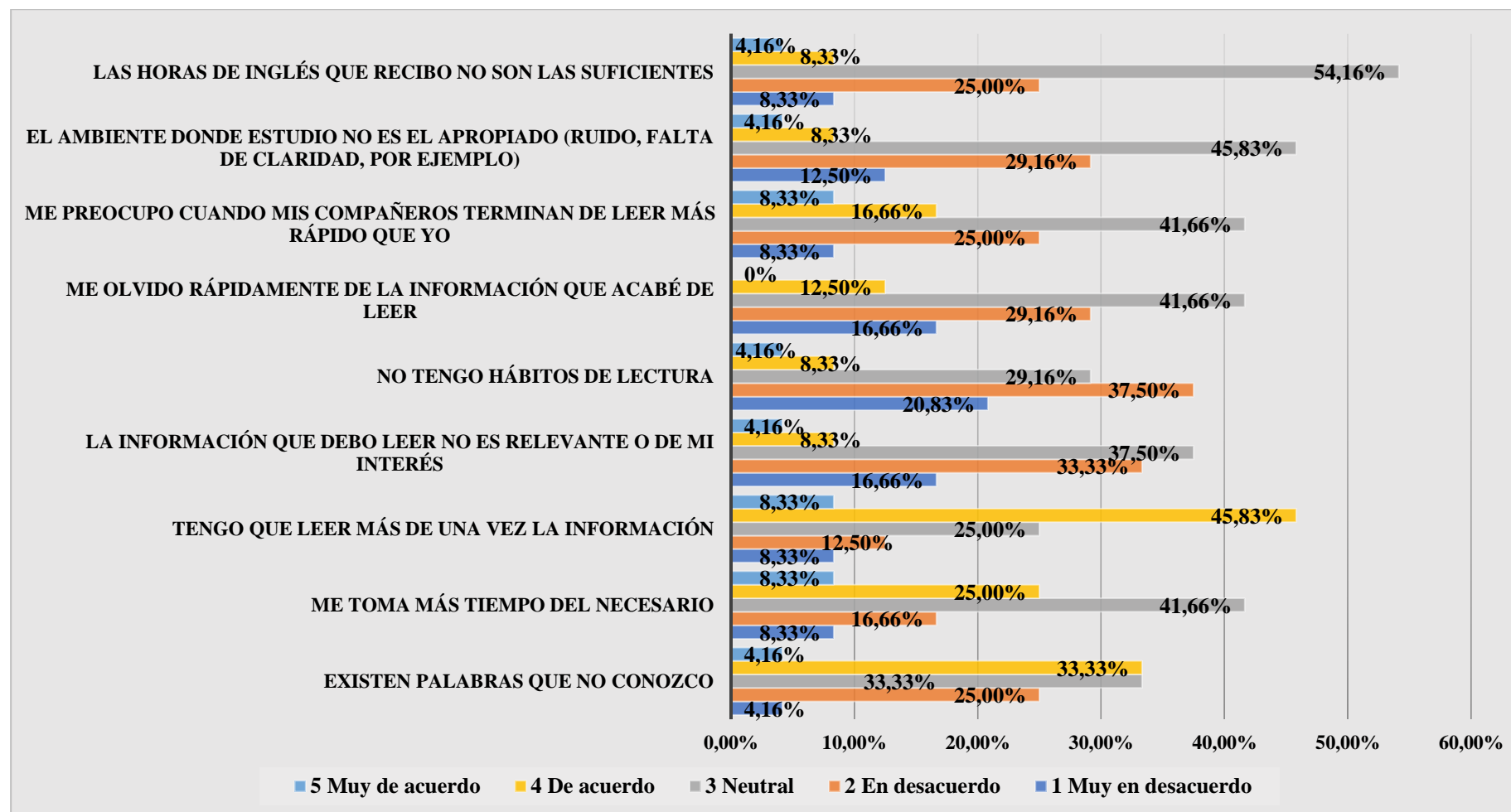
Es todo cuanto puedo certificar, el interesado puede hacer uso del presente documento para los fines pertinentes.

Atentamente,

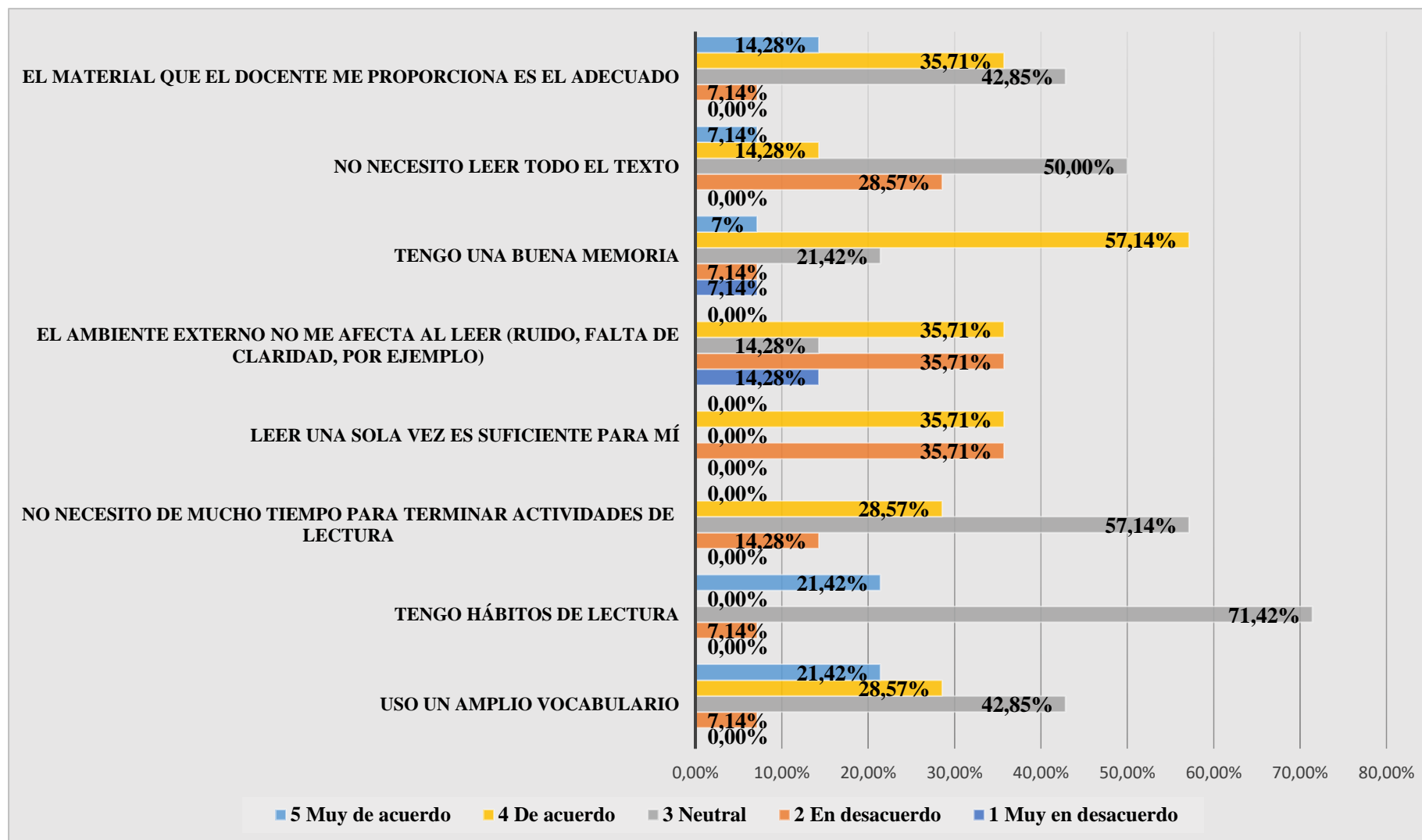


Lic. Olga Pinto
Docente Tutora 2do BGU

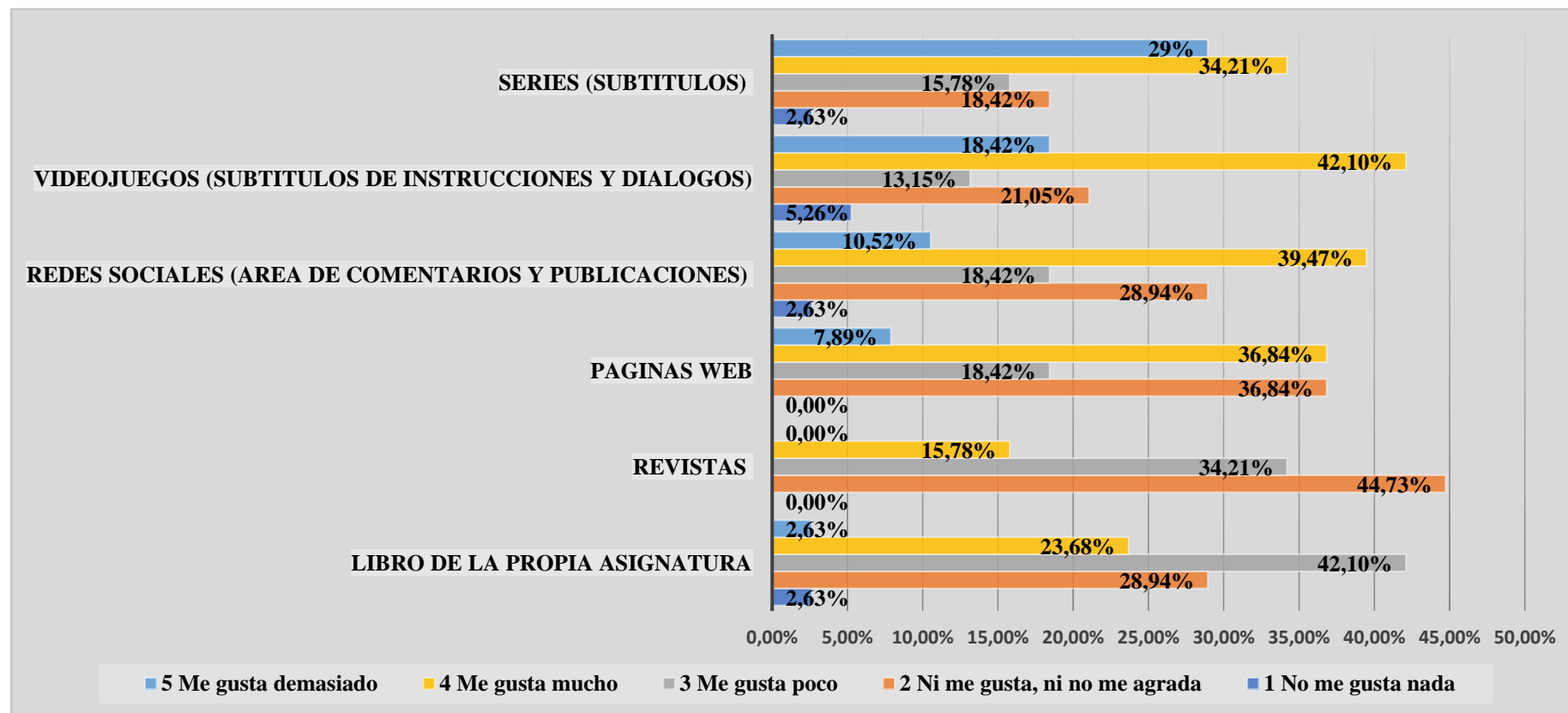
Annex 9. Complete graphic of Figure 3 in Chapter 3



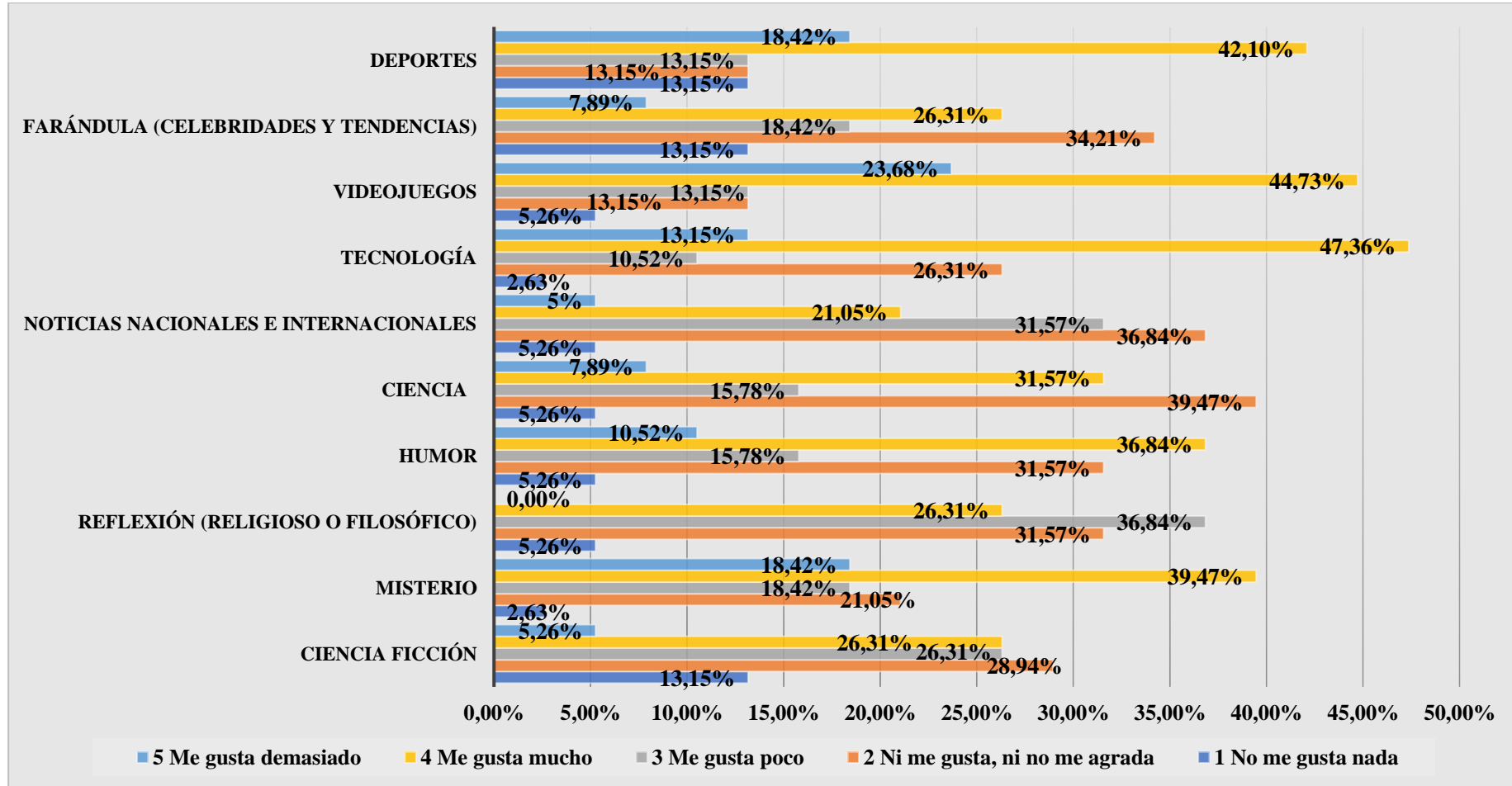
Annex 10. Complete graphic of Figure 4 in Chapter 3



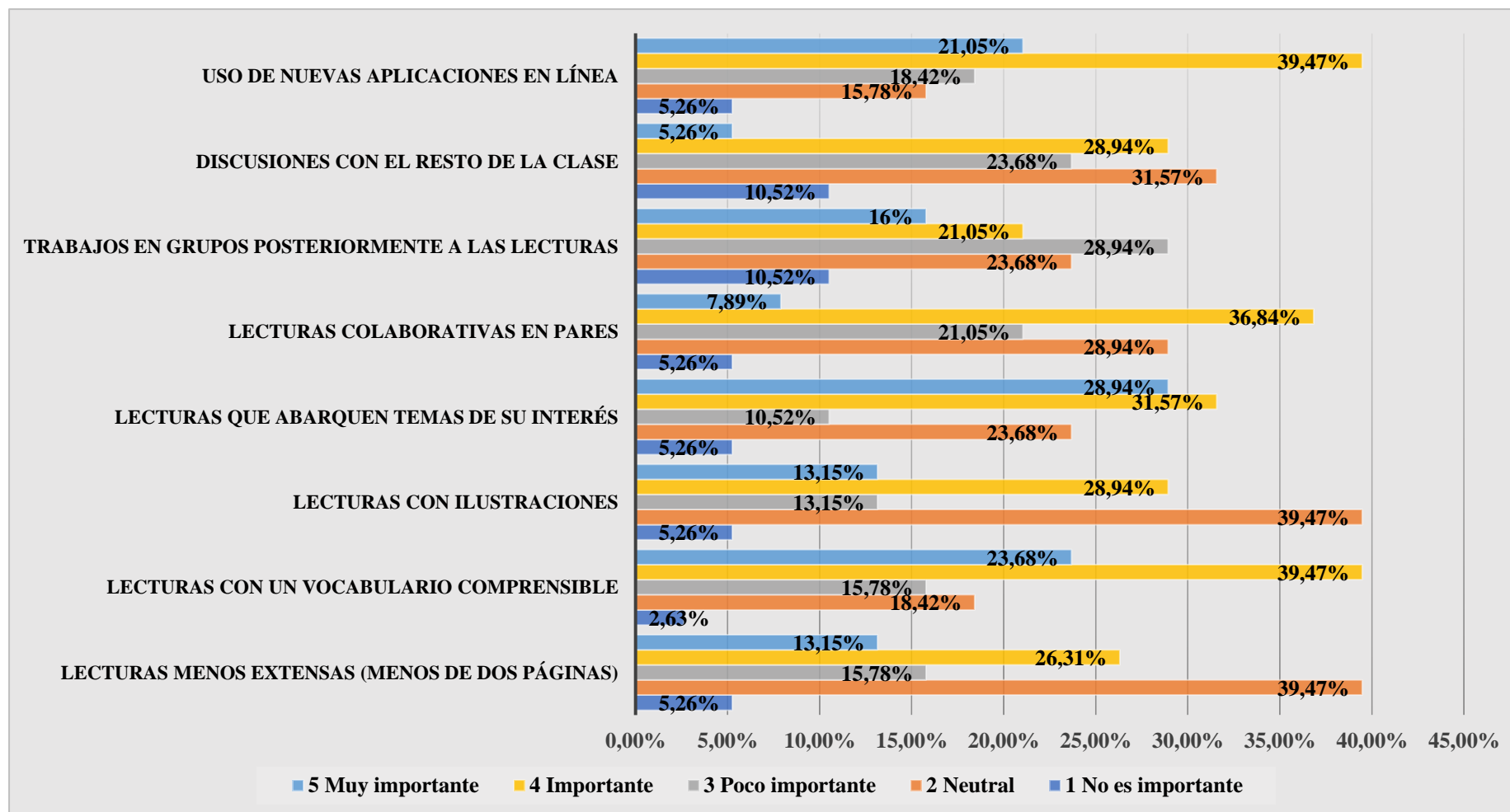
Annex 11. Complete graphic of Figure 6 in Chapter 3



Annex 12. Complete graphic of Figure 7 in Chapter 3



Annex 13. Complete graphic of Figure 8 in Chapter 3



Annex 14. Lesson Plan – Proposal Socialization



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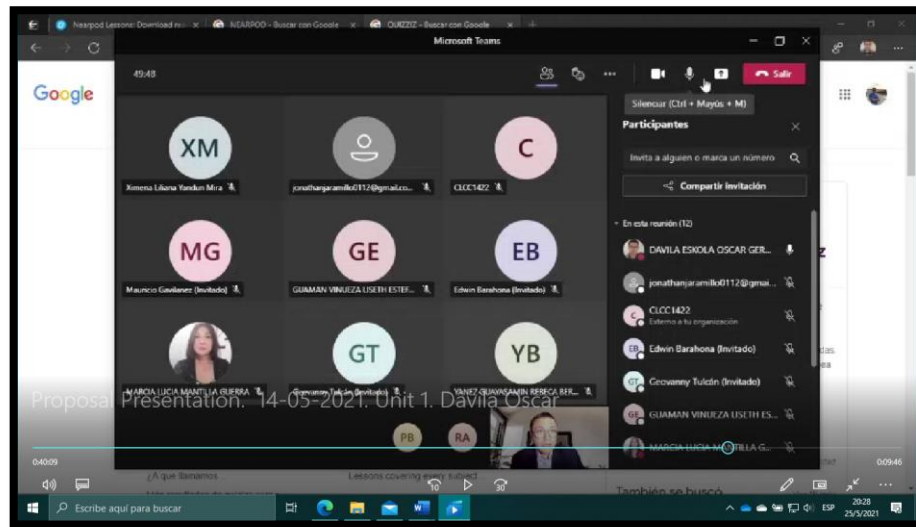


LESSON PLAN – PROPOSAL SOCIALIZATION	
INFORMATIVE DATA:	
GROUP:	2do de Bachillerato General Unificado – Junior Students
STUDENT TEACHER:	Oscar Dávila
TIME:	45 minutes
TOPIC:	Technology – Folding Phones
DATE:	14-05-2021
SCHOOL YEAR:	2020-2021
OBJECTIVE:	To identify the main ideas of an L2 text about folding phones using WhatsApp and Nearpod.

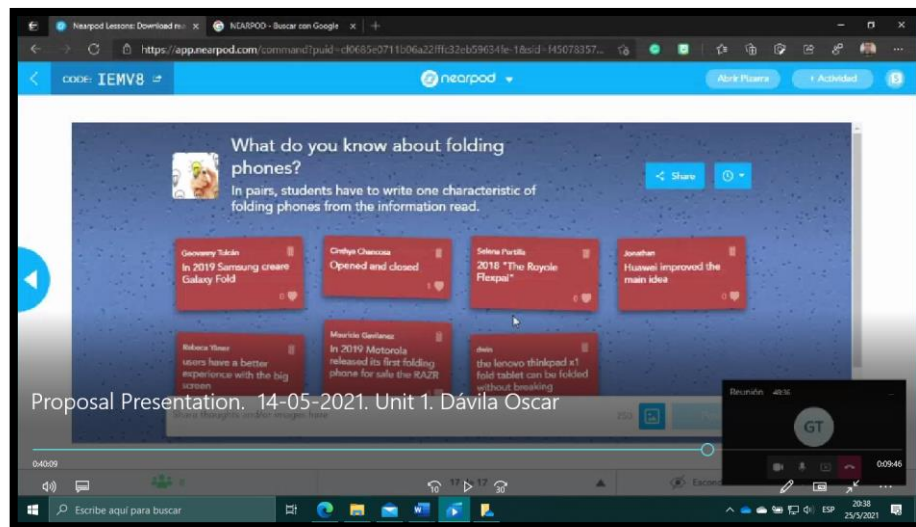
TIME	ACTIVITY	TEACHER'S ROLE	STUDENTS' ROLE	MATERIALS
3 minutes	Warm-up	-Teacher asks students to tell names of technological devices they know.	-Tell to the class as much technological devices as possible.	-Internet access. -Nearpod app.
17 minutes	Class presentation	-Teacher presents and explains the vocabulary to be used. -Teacher shows a text that explains more about folding phones. -Students watch a trailer about two folding phones from Samsung.	-Students pay attention to the presentation and take notes of the vocabulary and text provided.	-Notebooks. -Pens. -Computers. -Smartphones. -Nearpod app. -YouTube website. -Internet access.
15 minutes	Controlled activities (practice)	-Teacher explains that students have to use the WhatsApp platform to work in pairs to write the most important information from the text and discuss it. -Teacher explains that one student from each	-Students form pairs to collect and write on the WhatsApp chat the most relevant information about folding phones. -One student for each pair writes one	-Nearpod interactive board. -Computers. -Smartphones. -WhatsApp platform. -Notebooks. -Pens. -Internet access.

		<p>pair has to write one specific characteristic of folding phones in the Nearpod interactive board.</p> <p>-Teacher tells students to send him to an email screenshots of the information they wrote and discussed on WhatsApp.</p> <p>Email: ogdavidlae@utn.edu.ec</p>	<p>characteristic on the Nearpod board.</p> <p>-Students send the WhatsApp screenshots in a Word or PDF document to the teacher's email. Only one student of the pair has to send the screenshots of the chat (this activity can be done once the class finishes as well).</p>	
10 minutes	Evaluation	<p>-Teacher explains the students they are going to answer five questions about folding phones on Quizziz (individual work).</p>	<p>-Students carefully answer five questions about folding phones.</p>	<p>-Quizziz app. -Computers. -Smartphones. -Internet access.</p>

Annex 15. Proposal Socialization



Taken from: Proposal socialization



Taken from: Proposal socialization

Annex 16. Students' rubric



UNIVERSIDAD TÉCNICA DEL NORTE
UNIDAD EDUCATIVA VICTOR MANUEL PEÑAHERRERA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS



COOPERATIVE LEARNING STRATEGIES TO REINFORCE ENGLISH AS A FOREIGN LANGUAGE READING COMPREHENSION SKILLS IN JUNIOR STUDENTS

Objetivo: Identificar los resultados en los estudiantes del 2do de bachillerato general unificado a partir de la socialización de la guía de estrategias de aprendizaje cooperativo para el refuerzo de las habilidades de comprensión lectora en el Inglés como lengua extranjera.

Fecha de aplicación: 14 de mayo de 2021

Encuesta dirigida a: Estudiantes del 2do Año de Bachillerato General Unificado

Marque con una “x” en el casillero que considere correcto. Considere 1 como “muy malo” y 5 como “muy bueno”.

¿Cómo fue para usted los siguientes aspectos de la clase?

Escala	1 Muy malo	2 No tan malo	3 Normal	4 Bueno	5 Muy bueno
Pregunta					
¿Cómo resultó la estrategia de trabajar en pares para una mejor comprensión lectora?					
¿Qué le pareció el tema de lectura, su extensión de información y su nivel de vocabulario y gramática?					
¿Qué le pareció a usted el acompañamiento de parte del docente durante la lectura para comprender					

mejor el tema y las nuevas palabras?					
¿Qué le pareció a usted el ambiente de la clase y la actitud de parte del profesor?					
¿Qué le pareció a usted los diferentes recursos tecnológicos usados para una mejor motivación, interés, participación y actitud hacia actividades de comprensión lectora?					
¿Cómo considera usted este tipo de actividades para el refuerzo de sus habilidades de comprensión lectora en el idioma inglés?					

Annex 17. Teacher's rubric



UNIVERSIDAD TÉCNICA DEL NORTE

UNIDAD EDUCATIVA VICTOR MANUEL PEÑAHERRERA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS



Teacher: MSc. Ximena Yandún

Student teacher: Dávila Eskola Oscar Germán

Class: 2do B.G.U.

Unit: 1

Date: Friday, May 14th, 2021.

CLASS EVALUATION FORM

A) LESSON PLAN

Lesson Components	3 Basic Proficiency	4 Outstanding Performance	Score
Objectives	Objectives explain what students will know at the end of the lesson.	Objectives give a clear idea about what students will reach at the end of the lesson.	4
Lesson stages and activities within each one	The activities described in each stage of the lesson are interconnected and they are likely to help students achieve the learning objective	The activities described in each stage of the lesson are well articulated and they are likely to help students achieve the learning objective	4
Resources and materials	The resources are likely to enhance learning.	The resources are likely to enhance learning significantly.	4

Evidence of learning	Ideas on evidence of learning on an ongoing basis are clear.	Ideas on evidence of learning on an ongoing basis are clearly articulated.	4
SUBTOTAL			16

B) PROCEDURAL INSTRUCTION DELIVERING

ITEM	The Teacher shows the following skills and competences throughout the Class.	Emerging 2	Proficient 3	Accomplished 4
1	Employs a variety of materials throughout the lesson for language learning including visual aids.			4
2	Makes adjustment to the lesson plan to meet student needs, interest, and motivation.			4
3	Demonstrates confidence and poise when managing the classroom environment.			4
4	Develops and maintains motivation, accepting the classroom environment.			4
5	Interacts with the students using respectful vocabulary.			4
6	Answers the students' questions in a clear and concise way.			4
7	Meets the time established for the lesson.			4
8	Shows proficiency in the target language.			4
SUBTOTAL				

LESSON PLAN	16 / 16	
PROCEDURAL INSTRUCTION DELIVERING	32 / 32	

TOTAL	48 / 48	AVERAGE	10 / 10
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Adapted from: Universidad Técnica del Norte (n.d.). *FIFTH LEVEL CLASS EVALUATION FORM*.



MSc. Ximena Yandún

2do B.G.U English Teacher at Victor Manuel Peñaherrera

Annex 18. Urkund results



Document Information

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